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ABSTRACT

This manual is designed to assist personnel involved in work with the Stanford Research Institute (SRI) Follow Through Evaluation testing program. Follow Through is a number of planned education programs for children in kindergarten and primary grades (1-3). Job descriptions for each person working in the testing program are included. In addition, the whole testing program is described, from the Regional Training Sessions through the return of test data. Major sections of the manual include: Follow Through program data collection activities, SRI testing forms, SRI field operations, preparation for testing, local training, testing source rosters, test administration, attendance and attrition, editing, packing, and shipping, employment and pay procedures, and exhibits. (RC)

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MANUAL OF TESTING PROCEDURES

Spring 1975

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SRI Project Follow Through (2980)

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FOREWORD

This manual is designed to assist you in your work with the Stanford Research Institute Follow Through Evaluation testing program. We have tried to provide answers to most of the questions you will encounter.

You will find job descriptions for each person working in the testing program. In addition, you will find described the whole testing procedure, from the Regional Training Sessions through the return of test data. By reading through this manual thoroughly and becoming familiar with it, you will learn the duties of all the people participating in the data collection effort.

Never hesitate to ask questions about any phase of your duties. Please remember that many people are ready to assist you with your problems.

We feel that the Follow Through Evaluation will prove to be very important to American education. Much credit for its success will go to you, our Field Staff.

STANFORD RESEARCH INSTITUTE

Follow Through Evaluation Project

I THE FOLLOW THROUGH PROGRAM

Follow Through is a number of planned education programs for children in kindergarten and primary grades (1-3). It was originally authorized by Congress in 1965, as part of the Economic Opportunity Act for children who had been in preschool programs such as Head Start. The Follow Through Program is under the direction of the United States Office of Education (OE).

In the beginning of the program, OE invited a number of education institutions, school districts, and individuals to submit proposals for a planned primary education program. The purpose of Follow Through is to help children in the program maintain educational gains made in preschool programs, and continue to make gains in their primary school years. OE sought designs that would teach the child skills and attitudes that would both enhance the child's image of himself and increase his chances of succeeding in his school years and beyond.

It was felt that such an undertaking had to involve the child, the parent, the school, and the community. It was required that parents be included in policymaking and program implementation and that such programs include provisions for instructional activities and for health, nutritional, psychological, and social services. A number of plans were approved. Designers of approved plans are called SPONSORS.

School districts in which there were Head Start programs, and where sufficient numbers of children were eligible for aid under the Economic Opportunity Act, were invited to become a part of the Follow Through program by accepting one of the twenty primary education designs approved by OE, or by submitting a plan of their own. In many instances, the program was implemented in a selected group of schools in those areas of a school district where eligible children lived.

A PROJECT is a school or group of schools that follow a particular education program design. Cities or towns where Follow Through projects are located are called SITES. One site may have many projects. The local head of the Follow Through Project is called FOLLOW THROUGH DIRECTOR (FTD). Every project also has a Policy Advisory Committee (PAC), at least half of whose members must be Follow Through parents.

II FOLLOW THROUGH PROGRAM DATA COLLECTION ACTIVITIES

Provisions were made to collect data on the Follow Through Program. These data would be analyzed so that judgments could be made about whether the Follow Through Program is doing its job.

Evaluations are conducted by local projects, sponsors, and OE. The OE evaluation of Follow Through includes a nation-wide assessment of sponsors, programs, and children. OE has commissioned Stanford Research Institute (SRI) to collect child and parent data on Follow Through. Abt Associates of Cambridge, Massachusetts has been commissioned to analyze the data.

A major part of the OE national Follow Through evaluation/child assessment is the study of Follow Through (FT) and Non-Follow Through (NFT) children from the beginning of their compulsory school experience through the third grade year. NFT children were selected by local communities using guidelines provided by SRI. They were selected to be similar to the FT children in ethnic and socioeconomic background, and to live in similar communities. NFT children are in the same grades as FT children, but NFT children do not participate in the Follow Through planned education program. Since FT and NFT children can be expected to face similar difficulties in school, any significant differences between the performance of FT children and that of NFT children are likely to be due to the Follow Through Program.

Both FT and NFT children are given a battery of tests when they enter school (at kindergarten or entering first grade) and at the end of the third grade. Testing at the beginning of school is referred to as baseline testing. Children tested at the beginning of school in a given year represent a cohort (see Figure 1). Some children are tested at intermediate points between the beginning of school and the third grade. Parents of many of these children are interviewed at the time of baseline testing and at the end of the third grade year.

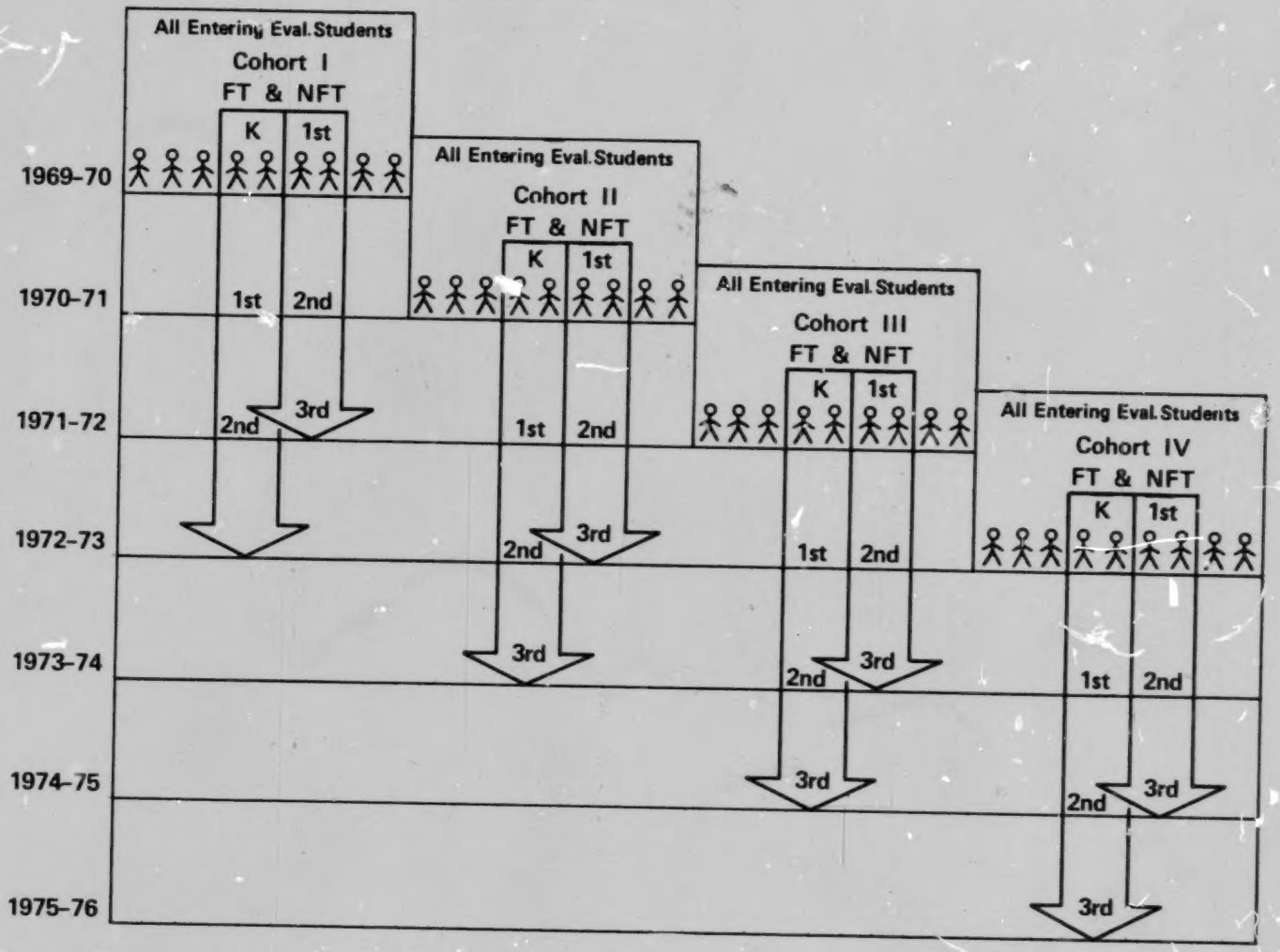

FIGURE 1 NATIONAL FOLLOW THROUGH EVALUATION COHORTS

This Spring, SRI will conduct the following data collection activities for the national evaluation of Follow Through:

(1) Child testing

(2) Parent interview

(3) Survey of teachers and teacher aides

(4) Collection of data on child attendance and attrition.

(5) Collection of data on services available to the child.

Child testing and collection of attendance and attrition data are the main focus of this manual.

Child Testing

Group tests will be administered by SRI test teams to children in selected Follow Through projects according to procedures outlined in this manual.

All members of the test team will be trained by the SRI Field Operations staff. Only those persons who have satisfactorily completed SRI training will be allowed to test.

Selection of Test Sample

Certain grade levels in certain projects have been selected for testing by the United States Office of Education. Projects and grade levels were selected on the basis of such things as whether SRI had tested children in the project in their first year of school, the presence of Head Start Planned Variation Programs in the project community, and the ability of the project to provide a representative cross section of the Follow Through population.

SRI has selected the children who will be tested on the basis of such criteria as the availability baseline test data and a history of entering-grade parent interview data.

Spring 1975 Test Battery

The Spring test battery was selected by the Office of Education. The Metropolitan Achievement Test (MAT) will be administered at each grade level to be tested on each site.

At third grade level, the Intellectual Achievement Responsibility Scale (IAR), Coopersmith Self-Esteem Inventory, and Raven's Coloured Progressive Matrices will also be administered.

Metropolitan Achievement Tests

These tests were first included in the national Follow Through evaluation in Spring 1972. The MAT was selected because it covers several areas of achievement, it has norms based on a standardization sample that includes children from low-income families, and it has good reliability. SRI will administer Form F Fourth Edition of the MAT series, published by Harcourt Brace Jovanovich Inc.

There are six levels of the MAT, designed for given grade levels. The Office of Education requires that the following levels of the MAT be used:

Grade Level	MAT Level
Second Grade	Primary II
Third Grade	Elementary

The MAT covers the areas of reading, language, and mathematics:

(1) Reading. Language comprehension and three types of reading skills are assessed:

Word Knowledge--This includes items in which the child matches a word to a picture (grade 2), or matches a word to a definition (grades 2 and 3).

Word Analysis--This includes items in which the child recognizes words read aloud (grade 2).

Reading Comprehension--This includes items in which the child answers questions about a story (grades 2 and 3).

(2) Language. Spelling and knowledge of grammar are assessed in items in which the child writes a word read aloud (grades 2 and 3) and detects grammatical errors (grade 3).

(3) Mathematics. Three areas of mathematics are assessed:

Concepts--This includes items in which the child utilizes concepts of number, relative size, fractions, money, time, and the like (grades 2 and 3).

Computation--This includes items in which the child does arithmetical problems (grades 2 and 3).

Problem Solving--This includes items in which the child answers multiple choice questions about problems (grades 2 and 3 only).

Tests Given at Third Grade Only

Raven's Coloured Progressive Matrices

The Raven's Progressive Matrices Test assesses problem solving in the visual perceptual area. It was included because it is one of the few available tests of this nature with satisfactory reliability. The child is asked to apply knowledge gained in solving one problem to the solution of other problems on the test. The items present the child with a pattern in which a piece is missing and he must select the appropriate piece from several alternatives.

Coopersmith Self-Esteem Inventory

The Coopersmith was included because it has satisfactory reliability and is a widely used measure of self-esteem in older children. SRI has included all the original questions in the inventory. The child is given a set of statements and is asked to describe each statement as "like me," or "not like me."

Intellectual Achievement Responsibility Scale

This instrument assesses the child's locus of control or the degree to which the child accepts responsibility for his own successes or failures. All 34 of the original test items are included in the SRI adaptation of this test. The wording of the items has been revised by SRI. The child is presented with statements and two alternative phrases which complete the statements. The child is asked to choose one of the alternative phrases.

Collection of Attendance and Attrition Data

SRI will collect data on attendance for all Follow Through and Non Follow Through children tested this Spring.

SRI personnel will search school records to find out the number of days each tested child has been absent from school. Information on dates children left or entered a given school will also be collected.

Collection of Service Information

SRI personnel will check school records to determine the availability of certain services (e.g., lunch, medical care) to children who have been tested.

III SRI TESTING FORMS

The completion of forms is very important in the testing process. Testing forms are discussed throughout this manual. Forms related to the topics in each chapter are listed and discussed at the end of each chapter. Exhibits of all forms are in the back of the manual. Table 1 lists all SRI testing forms, their purpose and the pages on which they are discussed in this manual.

Purpose

The main purpose of SRI forms is to assist the test team in planning and organizing activities, and to provide a formal system for documenting the testing process. The forms that are returned to SRI become official Field Operations documentation of the evaluation.

Organization of Forms

Forms are distributed to testing personnel in a manner in which they can be most accessible to those who must use them. Forms may be found in:

- The Site Coordinator (SC) Project Kit
- Test Team Work Kit
- Site Coordinator Journal
- Supervising Tester (ST) Handbook
- The Test Carton.

The Site Coordinator Project Kit is an attache case given to the SC at regional training. It contains extra copies of all forms.

The Test Team Work Kit is a cardboard carton given to the ST at regional training. It contains copies of forms used by the test team.

The Site Coordinator Journal is a looseleaf notebook given to the SC at the national Site Coordinator meeting. It contains forms used to document testing activities and personnel records.

The Supervising Tester Handbook is a looseleaf notebook given to the ST at regional training. It contains forms used to document testing activities and personnel records.

Test cartons are packed by grade level and contain approximately 30 copies of the appropriate test or tests. They contain classroom testing worksheets, logs and materials for packing and shipping the carton back to SRI.

Training Materials

Copies of forms to be used for training purposes are found in the

- Red Binders
- Blue Binders
- Local
- Extra Test Carton.

A red binder is given to each Supervising Tester and Site Coordinator at regional training. It contains copies of test booklets to be used on site and samples of all testing forms.

A blue binder is given to each Test Assistant at local training. It contains copies of test booklets, the testing source roster, and Tester's Log.

Table 1

SRI TESTING FORMS

Exhibit	Name of Form	Purpose	Found in	Used by	Discussed on Pages
1	Testing Source Roster	A/A, booklet labels	SC Project Kit	SC Test Team	45-53, 71
5	Classroom Testing Worksheet for Second Grade	Organization Documentation	Test Carton, Test Team Work Kit	Test Team	72, 94, 95
6	Classroom Testing Worksheet for Third Grade	Testing organization Documentation	Test Carton, Test Team Work Kit	Test Team	72, 94, 95
21, 27	Daily Log	Documentation	SC Journal ST Handbook	SC, ST	19
23	Field Staff Directory	Personnel organization	SC Journal	SC	32
28	Follow Through Director's Information Sheet	Communication	SC Journal	SC, FTD	39
30	Follow Through Invoice for Services	Documentation	SC Project Kit	SC, ST	123
25	Local Training Record	Documention	SC Journal	SC, Test Team	69
17	School Testing Information Sheet	Communication	Test Team Work Kit	ST, School Principal	29
13, 22	School District Personnel	Documentation	SC Journal ST Handbook	SC, ST	51
24	Site Coordinator Schedule Planning Sheet	Personnel organization	SC Journal		39
13	SRI Testing Staff	Personnel documentation	ST Handbook	ST	32

Table 1 (Concluded)

Exhibit	Name of Form	Purpose	Found in	Used by	Discussed on Pages
14	Supervising Tester Field Record	Personnel documentation	ST Handbook	ST	109
15	Supervising Tester Planning Sheet	Testing organization	ST Handbook	ST	39, 41, 52
18	Teacher Information Sheet	Communication	Test Team Work Kit, SC Journal	ST, Teacher	29
19	Test Assistant Attendance Record	Documentation	ST Handbook	ST	29
-	Test Assistant Notepad	Documentation	Blue Binder, Testing Work Kit	TA	92
3, 4	Test Carton Packing and Inventory	Organization	Test Carton	Test Team	70
26	Test Record	Documentation	SC Journal	SC, SRI	109, 113, 114
--	Preliminary Test Sample	Documentation	Mailed Separately to SC	SC	49
7, 8, 9, 10	Tester's Log	Documentation	Test Carton	SC	72, 95, 101
11, 12 16	Test Team Assignment Sheet	Communication	Test Team Work Kit	Test Team	69

IV SRI FIELD OPERATIONS

The SRI Field Operations staff is responsible for child testing and rostering data collection.

The Field Operations staff is headed by a Manager of Field Operations. Working under the Manager are FIELD SUPERVISORS, SITE COORDINATORS, SUPERVISING TESTERS, and TEST ASSISTANTS. (See Figure 2.)

A Follow Through Field Supervisor (FS) is responsible for the organization and supervision of data collection in several sites. This person hires Site Coordinators who act as local supervisors.

Testing personnel work in teams. The Supervising Tester serves as team captain. Usually the Supervising Tester is hired by the Field Supervisor. The other members of the test teams are called Test Assistants (TA).

The Field Supervisor, and in most instances, the Site Coordinator and Supervising Testers are hired and paid by SRI. Test Assistants are usually hired and paid by the local school district. However, all test team personnel, including Test Assistants, work under the supervision of the Field Supervisor and the Site Coordinator.

Major Tasks

The major tasks of Field Operations are:

(1) Preparation of a testing sample

(2) Liaison with the Follow Through community

(3) Training of testing personnel

(4) Testing of selected classes and children

(5) Collection of child attendance and services information

(6) Editing, packing, and shipping materials to SRI.

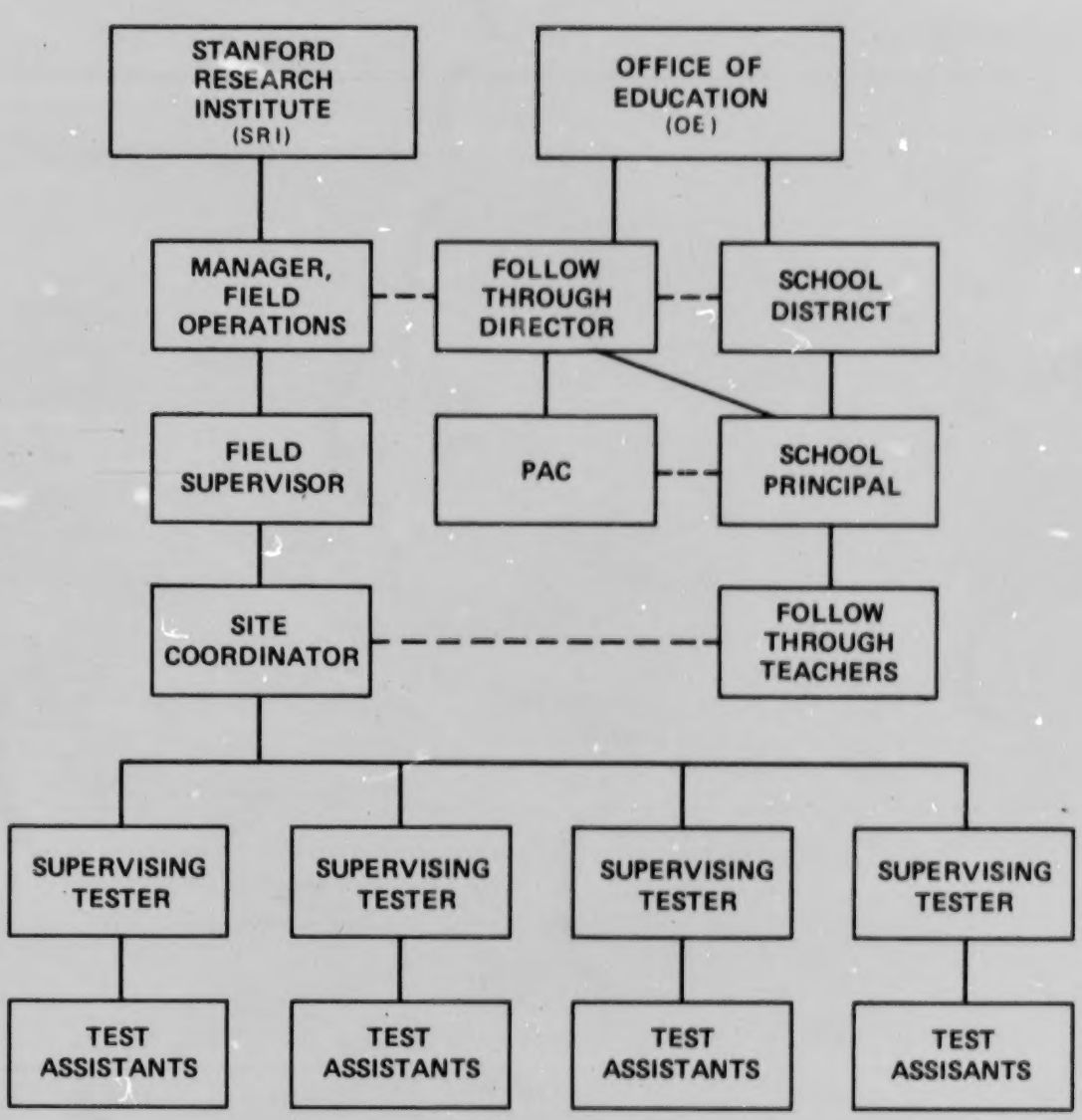

FIGURE 2 FIELD OPERATIONS ORGANIZATION CHART

Screening and Hiring

Though Site Coordinators and Follow Through Directors may be asked to screen candidates, Supervising Testers are hired by the SRI Field Supervisor. This task should be completed well before regional training. Supervising Testers should be able to read well aloud, supervise small groups, and work well with children. Administrative procedures related to hiring are explained on page 119.

Screening and hiring of Test Assistants is the responsibility of the Follow Through Director. If possible, the Site Coordinator should assist in this process. The number of Test Assistants hired should be three times the number of Supervising Testers. If possible, at least one extra Test Assistant should be hired to serve in case of absence. The Site Coordinator should check with the Follow Through Director to see that the correct number of Test Assistants have been hired.

Each school district has its own criteria for hiring Test Assistants. OE guidelines require that Test Assistants come from the local Follow Through community and, where possible, that they be of the same ethnic background as the children to be tested. SRI guidelines require that they read and write English fluently, be able to work with small children, and administer the SRI test battery competently.

Test Assistants work under the supervision of the Site Coordinator and Supervising Tester. Only Test Assistants who are judged by the Site Coordinator to meet SRI requirements will be allowed to participate in testing.

Assignment of Personnel

In planning testing, the Site Coordinator must assign Supervising Testers to particular classes and schools. Test Assistants must be assigned to Supervising Testers.

Assignment of Supervising Testers to Schools

In making these assignments, the Site Coordinator should consider the class to be tested and the Supervising Tester. For instance, a large class may present more organization and discipline problems. Such assignments should be made to Supervising Testers who have had successful experiences in such situations.

- No Supervising Testers should be assigned to classes in which their children are registered.
- When it is necessary to assign a Supervising Tester to more than one school, distances between schools and transportation problems should be considered. SRI pays mileage for a ST's use of his own car, but does not pay for taxis or rental cars. (See page 121.)
- If possible, the Supervising Tester should be of the same ethnic background as the majority of the children in the class.

Assignment of Test Assistants to Supervising Testers

Since the Supervising Tester and Test Assistant must work together as a team, the Site Coordinator must do this task carefully. No assignment should be made until the Site Coordinator has met all personnel and observed them, especially in testing procedures, during the training session.

The following factors should be weighed carefully:

- The necessity of having at least one Test Assistant on each team who could serve in the absence of the Supervising Tester.
- Compatibility of personalities.
- Ethnic composition of the children the team will test. For instance, a Test Assistant who speaks Spanish should be assigned to a school where many children speak Spanish as a first language.
- The location of the Test Assistants' homes in relation to the location of the schools to which they are assigned.

Pay Procedures

Test Assistants

It is important that Test Assistants be completely familiar with district pay policy as soon as possible after they are hired. The Site Coordinator should discuss these matters with the Follow Through Director. The name of the district person responsible for these matters should be determined, and these matters reviewed with him.

Pay Procedures Every Site Coordinator Should Know

- Basis of rate to be paid the Test Assistants (hourly/daily).
- The structure of the local pay schedule.
- Number of hours per day Test Assistants are allowed to work.
- Method of reporting work hours.
- Due dates for time reports.
- Schedule of pay dates for Test Assistants.
- Responsibility for checking and verifying hours worked by the Test Assistant.

Supervising Testers

Supervising Testers as well as Site Coordinators are paid by Olsten Services, a temporary employment service, after their invoices have been processed and approved by SRI. More information on these procedures is found on pages 122-125.

Evaluation of Testing Personnel

The Site Coordinator is required to monitor the activities of the test team, and make a written evaluation of each Supervising Tester and Test Assistant at the end of testing. It is the prime responsibility of the Site Coordinator to see that the procedures described in this manual, and taught at SRI training sessions, are used by the team during the data collection period. Any deviation must have the approval of the Field Supervisor or the Field Operations Manager.

Job Descriptions

Job descriptions for the Field Operations Testing Staff appear on pages 18-23.

SRI Field Supervisor Job Description

- Make initial contact with the Follow Through Director concerning testing.
- Hire the Site Coordinators and Supervising Testers.
- Teach SRI administrative procedures to Site Coordinators and Supervising Testers at SRI training sessions.
- Assist in teaching the test battery at Regional Training.
- Determine whether the Site Coordinators and Supervising Testers are ready for testing.
- Assist the Site Coordinators in making arrangements for local training.
- Establish and maintain good working relationships with school personnel and Follow Through Directors.
- Determine whether Test Assistants are qualified and ready for testing.
- Check to see that the Site Coordinators properly complete all forms.
- Be available to assist the Site Coordinators in the organization and supervision of data collection.
- Verify hours worked by the Site Coordinators.
- Check to see that tests are being administered according to SRI guidelines.

SRI Site Coordinator Job Description

- Participate in Site Coordinator Training Sessions conducted by SRI staff.
- Make entries in the Daily Log from the beginning of training until all testing and rostering procedures are completed on site.
- Screen and recruit Supervising Testers.
- Participate in a two and one-half day Regional Training Session, conducted by SRI staff, by assisting in the training of Supervising Testers.
- Demonstrate competence to administer the current test battery and in testing procedures so that he can train and supervise the test teams.
- Establish and maintain close working relationships with Follow Through Directors, principals, teachers, and parents.
- Meet with the Follow Through Director to make arrangements for local training and testing.
- Consult with the Follow Through Director to determine whether the Site Coordinator's assistance is needed in hiring local people as Test Assistants.
- Check with the Follow Through Director to see that all needed materials for the entire site have arrived. Check all materials thoroughly.
- Distribute training materials to test teams; order any additional materials from SRI.
- Confirm with the Field Supervisor and the Follow Through Director the schools and classrooms to be tested; meet with principals and teachers to discuss testing space requirements, assignments of teams, and scheduling of testing.
- Make a tentative testing schedule for each Supervising Tester before local training begins.
- Assign Test Assistants to test teams.
- Conduct, with Supervising Testers, an intensive local training session for the entire test team.
- Distribute the appropriate Testing Source Roster to the Supervising Testers.

SRI Site Coordinator Job Description (continued)

- Supervise the scheduling of classes for testing; see that the Supervising Tester completes appropriate forms (Classroom Testing Worksheet, Test Team Assignment Sheet, School Information Sheet, Teacher Information Sheet).
- Be certain that all test team members have been properly trained to perform their testing duties.
- Complete the Follow Through Director Information Sheet; give it to the Follow Through Director before testing begins.
- Be certain that the Supervising Tester has any lists of children or classes to be tested that may be required.
- Make daily contacts in person or by telephone with each Supervising Tester during the actual testing period.
- Monitor testing daily to see that the test teams follow testing procedures as outlined in the Manual.
- Approve pay invoices of the Supervising Tester; certify that the hours listed are true and correct; in some instances, assume responsibility for Test Assistant pay records.
- Go through each test carton at the conclusion of testing in each class to make sure the Testing Source Roster, Tester's Log, Classroom Testing Worksheets, and Test Carton Packing and Inventory List are enclosed and that they are properly and completely filled out. Check that all test booklets are labeled.
- Check to see that all children scheduled to be tested have been tested. Explanations for incomplete or missing tests must appear in the Tester's Log.
- Rate the performance of the test team on forms provided in the Site Coordinator Journal.
- Pack and ship all materials to SRI after checking the test cartons.
- Return the SC Journal (with all enclosures) promptly, as soon as all site activities are completed.
- Perform additional duties if requested by the Field Supervisor.
- Collect attendance and attrition data on all children tested.

SRI Supervising Tester Job Description

- Participate in a two and one-half day Regional Training session conducted by SRI staff.
- Demonstrate competence to administer the current test battery and competence in testing procedures.
- Assist in arrangements for local training.
- Visit the classes to be tested and spend time with the children; check on class schedules.
- Assist in conducting local training sessions.
- Supervise the preparation of all testing materials for each class to be tested. (This includes completing the Test Carton Packing and Inventory List and the Classroom Testing Worksheets, and labeling of test booklets.)
- Plan a testing schedule based on a tentative schedule from the Site Coordinator for the assigned classes.
- Visit the school with the test team. Introduce them to the principal and teachers; check testing areas.
- Complete the School Testing Information Sheet and give it to the principal before testing begins.
- Complete the Test Team Assignment Sheet and distribute a copy to each test team member.
- Complete the Teacher Testing Information Sheet and give it to the teacher immediately before testing.
- Conduct testing so that friction with school personnel and parents is minimized.
- Record the daily attendance of the test team on the Test Assistant Attendance Record.
- Check worksheets and test booklets daily.
- Check that all tester's logs, test booklets, and testing source rosters are properly completed.
- Rate the performance of the test team, using the forms in the Supervising Tester's Handbook.
- Pack the test carton in the manner prescribed by SRI.

SRI Supervising Tester Job Description (continued)

- At the request of the Site Coordinator, complete attendance and attrition information.
- At the request of the Site Coordinator, assist with the packing and shipping of materials to SRI.

Test Assistant Job Description

- Attend a two and one-half day local training session conducted by the Site Coordinator and the Supervising Tester.
- Provide own transportation to and from the local training session and testing locations.
- Notify the Supervising Tester of expected absence or tardiness.
- Turn in the hours worked to the Follow Through Director or to that person designated by the FTD.
- Demonstrate competence to act as a test monitor and perform clerical duties.
- Assist the ST in unpacking test cartons, counting, and checking booklets for blank or missing pages.
- Assist in completing testing source rosters, filling out the Test Carton Packing and Inventory List (labeling test booklets), and performing any clerical task requested by the Supervising Tester.
- Meet with the Supervising Testers, the principals and teachers in each school assigned; assist the Supervising Tester in establishing testing areas; become familiar with the school building.
- Arrive, with Supervising Tester, at the test location early each day to prepare for testing before classes begin.
- Serve as a monitor during group testing.
- Report comments about group testing to the Supervising Tester for recording at the end of each group test session.
- Help to organize all test materials for the following day of testing.
- Assist the Supervising Tester in collecting all booklets and test materials and in securing them in a locked place at the end of each day.
- Assist the Supervising Tester and Site Coordinator in packing completed tests in test cartons.

Personnel Forms

Forms to Be Completed by the Site Coordinator

Field Staff Directory (in SC Journal)--This provides a readily accessible record of persons directly involved in the testing effort. The names, addresses, social security, and phone numbers of Supervising Testers should be recorded as the information becomes available. (See Exhibit 23.)

Test Assistant Information Sheet--This may be used as a means of gathering data on Test Assistants needed to make team assignments. Space is provided for recording information about such matters as transportation and previous work experience.

Forms to Be Completed by the Supervising Tester

Test Assistant Attendance Record (in ST Handbook)--The daily attendance of each Test Assistant should be recorded. (See Exhibit 19.)

SRI Testing Staff (in ST Handbook)--The Supervising Tester should list the names and phone numbers of other SRI testing personnel on site. This includes the Site Coordinator and other Supervising Testers. (See Exhibit 13.)

V PREPARATION FOR TESTING

The number of tasks required to complete testing and the number of persons who finally become involved in it make it imperative that a schedule of activities be carefully planned for each site (see Table 2). The Field Supervisor, Follow Through Director, and Site Coordinator are mainly responsible for these tasks, but their completion requires the help and cooperation of many persons in the local school district community.

A complete testing schedule should include time for training, preparation of materials, testing, make-up work, editing, and shipping of materials to SRI.

Table 2

PREPARATION FOR TESTING

Before testing begins, the following tasks must be completed:

		Responsibility of:
(1)	Preparation of a testing schedule	SC, FS
(2)	Notification of school district personnel concerning testing plans. This must include Follow Through Directors, principals, and teachers.	FS, FTD, SC
(3)	Screening and hiring of Supervising Testers.	FS, SC
(4)	Screening and hiring of Test Assistants	FTD, SC
(5)	Regional training session for Site Coordinators and Supervising Testers.	SRI Field Operations
(6)	Local training session for Supervising Testers and Test Assistants.	SC, ST
(7)	Assignment of Supervising Testers and Test Assistants to teams.	SC
(8)	Preparation of testing materials.	SC, ST, TA
(9)	School visits by the test team.	SC, ST, TA
(10)	Verification of classes and children to be tested.	SC, ST

Preparation of a Testing Schedule

The testing schedule is basically the responsibility of the Site Coordinator. A tentative schedule should have been prepared by the Site Coordinator, and presented to the Field Supervisor at regional training. The schedule for individual classes should be finalized by the Supervising Tester during or before the local training period.

The following steps are necessary to complete the testing schedule:

(1) Review by the Field Supervisor and Site Coordinator of classes and children scheduled for testing by SRI.

(2) Confirmation of the classes and children scheduled for testing by Follow Through Directors and principals.

(3) The drawing up of a preliminary schedule for each school by the Site Coordinator.

(4) Agreement by the Supervising Tester and classroom teacher on a specific date and time for each class or group of children to be tested.

Review of Classes and Children to Be Tested by Field Supervisor and Site Coordinator

SRI sends to the Site Coordinator a Preliminary Test Sample that lists the classes or portions of classes scheduled for testing. In some cases only a few children from a class are scheduled for testing.

The Testing Group

Tests are administered to children in groups. A whole class or a group of children from several different classes may comprise a test group. The size of the test group formed from several classes should not exceed 25 children. Exceptions must be authorized by the Field Supervisor. Except in the case of make-ups, the same group of children will be assigned to the five test sittings together.

Test Groups from Combination or Ungraded Classes

Combination classes are those where children at different grade levels are in one class. Only children at the grade level designated for testing by SRI should be included in the test group.

Ungraded classes are those classes in which children have been in school for varying lengths of time.

During the rostering process, grade level designations were assigned to children in ungraded classes. Only those children with assigned grade designations scheduled for testing by SRI should be included in the test group.

Only one grade level should be represented in any test group. This means that in a class where there are second and third grade children scheduled for testing, a second grade test group and a third grade test group should be formed.

The Site Coordinator checks over the sample for errors and omissions. The SC then makes a preliminary determination of the length of time that would be required to test all the children in the sample. The Site Coordinator and the Field Supervisor review the schedule and discuss the number of test teams that would be required.

Confirmation of Classes and Children

After this review, the Site Coordinator presents the sample to the Follow Through Director, mentioning the number of classes scheduled, the length of time required, and the number of test assistants needed. After the Follow Through Director has seen and approved the plans, the SC contacts the principal of each school involved and reviews with him the test schedule for his school. As a result of these meetings, the Site Coordinator should be able to determine a particular week or weeks in which testing is scheduled in each school.

Drawing Up a Preliminary Test Schedule

The Site Coordinator then draws up a schedule based on the Preliminary Test Sample and discussions with principals and Follow Through Directors. (See Exhibit 24.)

Table 3 shows the SRI testing schedule by day for each grade level. The approximate testing time required on each test day is also shown. Time for preparation and collection of materials is not included.

This schedule should serve as a guide for Site Coordinators and Supervising Testers in schedule planning.

Some parts of schedule planning are flexible and subject to negotiation in individual projects and schools. Other parts are not flexible and must be adhered to strictly by all test personnel in all projects.

The following rules must be strictly adhered to:

- Testing must take place in the morning before the class lunch hours.
- The MAT must be administered over a five-day period.
- Tests must be administered by the SRI test team.
- Every effort must be made to test all classes and children selected by SRI.

Table 3

TESTING SCHEDULE

Test Sitting Day	Test Section	Child's Booklet Page	Tester's Direction Page Number	Administration Time in Minutes*
	Second Grade--Primary II MAT (Turquoise booklet)			
1	Practice Page (What to Do)	20	4-6	10
	Test 1--Word Knowledge	2-3	7-8	18
	Test 2--Word Analysis	4-5	8-11	15 †
2	Test 3--Reading (Part A: Sentences)	6-7	12-13	7
	Test 3--Reading (Part B: Stories)	8-10	13-14	23
3	Test 4--Spelling	11	15-16	10 †
	Test 5--Mathematics Computation	12-13	16-17	18
4	Test 6--Mathematics Concepts	14-16	18-20	20 †
5	Test 7--Mathematics Problem Solving	17-19	21-23	25
	Third Grade--Elementary MAT, Coopersmith, IAR, Raven's Progressive Matrices			
1	(Orange booklet) MAT Practice Page (What to Do)	20	4-5	5-6†
	(Orange) MAT Test 1--Word Knowledge	2-3	6	15
	(Orange) MAT Test 2--Reading	4-7	7	25
2	(Orange) MAT Test 3--Language (Part A: Sentence Sense)	8	8	8
	(Orange) MAT Test 3--Language (Part B: Punctuation, Capitalization, and Usage)	9-10	9-10	22
	(Yellow) Intellectual Achievement Responsibility Scale	-- ‡		15
3	(Orange) MAT Test 4--Spelling	11	11-12	20 †
	(Blue) Coopersmith Self Esteem Inventory	-- ‡		25 †
4	(Orange) MAT Test 5--Mathematics Computation	12-13	13	35
	(Tan) Raven's Progressive Matrices	-- ‡		15
5	(Orange) MAT Test 6--Mathematics Concepts	14-16	14	25
	(Orange) MAT Test 7--Mathematics Problem Solving	17-19	15	30

*Administration time does not include preparation or collection of materials.

†These tests are tester-dictated. Times given are estimated working times, not exact time limits.

‡The whole test is given at one sitting, so the whole booklet is used.

Make-Up Testing

The schedule should provide time for make-up testing. It is ideally done in the morning, before, after, or in-between regular testing sessions scheduled for the class. It is acceptable to schedule time to return to the class at a later date to administer make-up tests. It is important to remember that no child may receive more than two sittings of the MAT in addition to the practice session on any one day.

Agreement on Specific Dates and Times

After Supervising Testers have been assigned to specific schools and classes by the Site Coordinator, they should contact each teacher and confirm the specific dates and times for the class or children in the class to be tested. If possible, no testing should be planned close to special school activities.

Scheduling Forms

Forms to Be Completed by the Site Coordinator

Site Coordinator Schedule Planning Sheet--This form may be used by the Site Coordinator to draw up a preliminary schedule. It provides space for scheduling four teams for three weeks. (See Exhibit 24.)

Follow Through Director's Information Sheet--The Follow Through Director's Information Sheet should be completed by the Site Coordinator and given to the Follow Through Director before testing begins. (See Exhibit 28.) This form provides space for the name and phone number.

Forms to Be Completed by the Supervising Tester

Supervising Tester Planning Sheet (in ST Handbook)--When the Supervising Tester visits teachers for the first time, information is gathered about class recess, lunch hours, and the like. These data along with other important notes about the class are recorded on the Supervising Tester Planning Sheet. (See Exhibit 15.)

Preparation of the School Community for Testing

It is important to remember that SRI is a guest in the community and the classroom. It is important that all courtesies be extended to our hosts, the school community. Therefore, the testing cycle begins with visits to the principal and teachers by the Site Coordinator and test team. The purpose of these visits is to acquaint principals, teachers, and children with the evaluation and the testing schedule as well as to answer any questions they might have. It is also a time for the test team to become acquainted with the school and its environment. Under no circumstances should testing begin until these visits have taken place.

It should be remembered that although these meetings should serve to answer questions principals and teachers may have, no Site Coordinator or Supervising Tester should discuss a child's ability or performance with anyone. No attempt should be made to diagnose or agree or disagree with a diagnosis provided by another party. This is extremely important.

Site Coordinator Visits

The Site Coordinator should be the first visitor to the school. The first visit may have been during the winter, when SRI was in the process of selecting classrooms for testing.

A second visit should have been made to confirm testing dates for the school. (See page 37.)

Once testing begins, the Site Coordinator should attempt to visit each testing site at least once a week.

Supervising Tester Visits

The Supervising Tester must pay at least two visits to the school before testing begins. On the first visit, the Supervising Tester should go alone. A meeting should be held with the principal of the school before meeting with the classroom teachers. The Supervising Tester should explain the manner in which testing will proceed and learn from the principal such matters as the proper method of signing in and school policy on dress, smoking, use of lounge areas, and the like.

The Supervising Tester should try to arrange for a space for the test team to work, meet, and prepare for testing.

In meeting the teacher, the Supervising Tester should go over the testing procedures and answer any questions the teacher may have. Information on such matters as class recess and lunch times, holidays, or scheduled activities that may interfere with the testing period should be gathered at this time.

The Supervising Tester should also become acquainted with the physical arrangement of the class and discuss necessary changes in arrangement with the teacher. The teacher's policies on such matters as going to the drinking fountain and the bathroom should also be discussed. Names of children who have physical handicaps should be noted. This information should be recorded on the Supervising Tester Planning Sheet. (See Exhibit 15.)

The Supervising Tester should then spend some time getting acquainted with the children. It is at this time that the building of mutual trust between the tester and the children should begin. He should move about the room, engage in conversation with as many children as possible, allow physical contact, and make positive comments about the children and the classroom environment. Before leaving the classroom, the Supervising Tester should tell the class when he will return, what will take place when he returns, and that other people will be involved.

If possible, the Supervising Tester should take along copies of the Testing Source Roster. The names of the children on the TSR who are scheduled for testing should be reviewed with the classroom teacher to make certain that they are still enrolled in the class. This task is discussed in detail in the section of this manual on Testing Source Rosters.

On the second visit to the schools, the Test Assistants should accompany the Supervising Tester. This visit should occur toward the end of Local Training. The Supervising Tester should introduce the Test Assistants to the principal and the secretary. The Test Assistants should familiarize themselves with the layout of the school building, and give careful attention to the location of bathrooms, water fountains, and emergency exits.

VI TESTING SOURCE ROSTERS

Rostering of Classes

In January 1975, Site Coordinators were asked to locate children who either had been tested by SRI at an earlier time or for whom there was demographic information in the SRI data bank. These children were listed alphabetically by project, school and grade level on a document called the Tracking/Rostering Source Document (T/R SD). There were labels on the T/R SD for each child.

The Site Coordinators rostered all Follow Through classes in each project and some non Follow Through classes. Non Follow Through rostering was based on the number of NFT children located in the class for whom SRI had previous data. If ten or more NFT children were located in an NFT class, the whole class was rostered. If less than ten children were located in the class, only the located children were rostered.

In all instances the Site Coordinator rostered using the three part Classroom Roster and Related Information form. (See Exhibit 1.) On copy 1 (white) the child's name, birthdate, sex and other information was recorded. This copy of the roster remained in the possession of the Site Coordinator. On copy 2 (pink) the same information appeared without the child's name. Labels from the T/R SD were also attached to this copy. This copy of the roster was returned to SRI. On copy 3 (yellow) the child's demographic data without names or labels appeared. This copy was returned to SRI. From the pink copies of these rosters, SRI has produced a Testing Source Roster. (See Exhibit 2.)

Testing Source Roster Format

Class Identification Data

The following identification information is in the heading of the roster.

- Line I shows the code number and name of the Follow Through Sponsor.
- Line II shows the code number and name of the city and state in which the Follow Through Project is located.
- Line III shows the code number and name of the school.
- Line IV shows the class code number, grade level, and identifies the class as Follow Through or Non Follow Through and the name of the classroom teacher.
- The opening and closing dates of school are shown in the upper right hand corner.

In the case of combination or ungraded classes, a roster will be printed for each grade level scheduled for testing. The grade level of the class will be shown plus a notation indicating whether the class is combination (CMB) or ungraded (UNG).

Child Data

The following basic demographic data for each child whose name appears on the roster:

- Child cross-sectional and unique identification numbers.

  The cross-sectional ID number consists of ten digits which identify the child in terms of the project sponsor, geographic location, school, grade, class and the line entry on which the child's name was listed on the roster completed in January 1975. The unique roster is specially encoded for use in longitudinal study.

- Name (if available)

  The children on the Testing Source Roster identified by name are children for whom SRI had identification labels at the time of rostering. The children on the Testing Source Roster not identified by name are children for whom SRI had no labels at the time of rostering.

- Birthdate
- Sex
- Ethnic group
- Language
- Number of months of Head Start or equivalent experience
- Number of months of Follow Through experience
- Asterisk * in the case of target children who must be tested.

Labels

A label for each test booklet the child will use will be found on the left side of the testing source roster. The labels will show the following data:

. Child name (if available)

. Unique ID number

The unique ID number is an eight character identification number assigned to the child.

. Cross-sectional ID number.

Space Provided for Data Collection

Space has been provided for the collection of certain data on the Testing Source Roster. Data must be collected on the availability of the following:

- An entry indicating the child's eligibility for Follow Through Services. (This information is shown for FT children only and should not be collected for NFT children.)
- Classroom Instruction (CLS INST).
- Lunch
- Medical and dental care
- Other services
- Date (child) entered class
- Date (child) left
- Number of days absent
- (child) Tested?

Correction of Data Errors

If errors are found in class identification or child data, they should be corrected directly on the roster. A careful check should be made before data on the roster are changed. Possible changes on the roster should be discussed with the Site Coordinator before changes are finalized.

Correcting Class Identification Data

If the name of a school has changed, the old name should be circled, and the new name printed beside it.

If the teacher of a class changes, the former teacher's name should be circled, and the new teacher's name printed beside it.

If a teacher leaves the school and her class is divided among two new teachers, the former teacher's name should be circled, and the names of the two new teachers printed beside it. Each child's new teacher should be listed above each child's name.

Correcting Child Data

If the child's name or other datum is printed incorrectly, circle the incorrect information and print the correct information above it. ID numbers (e.g., 01) are for SRI use only, and should never be changed.

If any child information columns are left blank or have the code "DK" written in them, the missing information should be sought out and recorded on the roster. If the data cannot be found, "NA" should be recorded. "NA" means "Not Available," and indicates that a search has been made and that it is certain that the information will never be available. If "NA" is preprinted on the roster, no attempt need be made to find these data.

Finding Names of Children for Whom Only ID Numbers Are Shown

To obtain the names of missing children, the Site Coordinator must check the Testing Source Rosters against the white copies of the Classroom Rosters.

(1) Check each Testing Source Roster for entries where no names are shown.

(2) For each entry with no name, find the name of the teacher on the Testing Source Roster and the last two digits of the cross-sectional ID for that entry.

(3) The last two digits of the cross-sectional ID identifies the line on the white copy of the roster where the child's data is entered.

(4) Compare the sex and birthdate shown on the white copy of the roster to that shown on the Testing Source Roster.

(5) If the birthdate and sex match, enter the child's name.

  (a) On each of the labels adjacent to the child's name.

  (b) In the space provided for the child's name on the Testing Source Roster itself.

There are times when the digits on the white copy of the roster may not agree with the digits on the Testing Source Roster, even though birthdate, sex and other data match. In these cases, the Testing Source Roster number is considered correct.

Identifying Children Scheduled for Testing

After printing the missing names on the Testing Source Rosters, the Site Coordinator should check the classes to be tested against the Preliminary Test Sample. The Testing Source Roster lists children as they were rostered in January 1975.

On the Testing Source Roster (TSR), the children scheduled for testing are listed by class. Target children, that is, children who have been previously tested by SRI are also identified on the Testing Source Roster by an asterisk in the column headed TGT CHD (target child). On the Preliminary Test Sample, the classes scheduled for testing are listed.

Distribution of Testing Source Rosters

The Site Coordinator should distribute the appropriate Testing Source Rosters to each Supervising Tester. The Supervising Testers should be given Testing Source Rosters for all classes and children they are scheduled to test. The Site Coordinator should tell the Supervising Tester whether a whole class should be tested or groups of children should be tested.

Pre-Testing Check of Children Scheduled for Testing

The Supervising Tester should then take the Testing Source Rosters to the assigned school and compare the children scheduled for testing with those shown on the teacher's class record.

Children Listed on the Testing Source Roster Who Have Left the Classroom

Whole Class Scheduled for Testing

If a child scheduled for testing is no longer in the classroom, a line should be drawn through all his demographic data on the testing source roster. The date the child left the class should be recorded in the space provided.

Partial Class Scheduled for Testing

If a child who is not scheduled for testing leaves a class, no entry need be made on the Testing Source Roster.

Children Not Listed on the Roster Who Have Entered the Classroom

The Supervising Tester must report to the Site Coordinator the names of all children whose names are added to the Testing Source Roster.

Whole Class Scheduled for Testing

In a class where all the children are scheduled for testing, every child's name should appear on the Testing Source Roster.

If a child is not listed on these rosters, he should be added at the end of the roster.

Partial Class Scheduled for Testing

In some cases only portions of classes will be tested. Any target child found in such a classroom whose name is not listed on the Testing Source Roster must be added to the Testing Source Roster. Any child who enters the classroom and is not identified as a target child need not be rostered.

Making Entries on Testing Source Rosters

When a child is added to the roster, the following entries must be made.

(1) Name, birthdate, sex of the child.

(2) A cross-sectional ID must be assigned to the child. The The last two digits of each child's ten digit cross-sectional ID is under the column headed "I.D." When assigning these two digits for a new child added to the roster, look at the last entry in this column and write in the space provided the next consecutive number. To aid in this process, SRI has preprinted the first available ID on each Testing Source Roster. This should be assigned to the first child added to the roster.

(3) The Site Coordinator will check the Child Directory and Tracking/Rostering Source Document to see if the child has been assigned a unique ID by SRI and if the child is a target child. The Child Directory was given to the Site Coordinator in January. If the child's name is found on the Directory, the Site

Coordinator should then find the Tracking/Rostering Source Document on which the child's data is listed and locate the child's Unique ID number. This number consists of alphabetic and numeric characters. The Unique ID number is found underneath the child's last name on the Tracking/Rostering Source Document. The Site Coordinator should also check the tracking code column on the T/R SD. If the tracking code column to the right of the child's name shows a number, the child is considered to be a target child. The Supervising Tester will then record the Unique ID in the appropriate column. If the child is identified as a target child, an asterisk should be placed in the space marked target child (TGT CHD).

(4) The Supervising Tester should make labels for the added child containing as much of the following information as possible:

(a) Child's name.

(b) Child's ten digit cross-sectional ID, this number consists of the following codes for sponsor, project, school, grade, teacher and child respectively.

(c) Child's Unique ID, if available.

(d) An asterisk if the Site Coordinator has identified the child as a target child.

Forms

Forms to Be Completed by the Site Coordinator

School District Personnel (in SC Journal)--The names and telephone numbers of school administration personnel not directly involved in testing schould be recorded here (School Superintendent, District Paymaster, Director of Testing, and the like). (See Exhibit 22.)

Schools to Be Tested (in SC Journal)--The names and telephone numbers of all schools where testing is scheduled and the names and titles of persons such as principals, vice-principals, and secretaries should be listed for reference. (See Exhibit 22.)

Classroom Roster and Related Information Form

This roster was completed by the Site Coordinator in January 1975. The Site Coordinator should have retained the white copies of this roster. This roster is used as a source of names of children who are shown only by ID numbers on the Testing Source Roster.

Tracking/Rostering Source Documents

These documents were given to the Site Coordinator in January 1975. It lists children previously tested and/or rostered by SRI. The children are listed by school and grade.

Child Directory

This is an alphabetic list of all Follow Through and Non-Follow Through children in a given project whose names are shown on Tracking/Rostering Source Documents. The Directory also identifies the school T/R SD on which each child is listed.

Testing Source Roster

These entries must be checked against the white copies of the classroom information rosters, completed in January, to determine the names of children. The names should then be entered on the Testing Source Roster.

Forms to Be Completed by the Supervising Tester

Schools to Be Tested/Personnel (in ST Handbook)--The names and telephone numbers of school administrators in schools where the Supervising Tester is assigned should be listed here. (See Exhibit 13.)

Supervising Tester Planning Sheet (in ST Handbook)--When the supervising Tester visits teachers for the first time, information is gathered about class recess and lunch hours, and the like. These data along with other important notes about the class are recorded on the Supervising Tester Planning Sheet. (See Exhibit 121.)

Testing Source Roster--The Supervising Tester is given these rosters by the Site Coordinator. When the ST visits the classroom, the rosters must be checked against classroom data for those classes and children scheduled for testing.

VII LOCAL TRAINING

Local training for Supervising Testers and Test Assistants is usually held about one week before testing begins. The purpose of the training session is to orient Test Assistants to the evaluation and to teach them testing procedures. During this time, also, testing materials are made ready for testing and test teams visit the schools and classes to which they have been assigned. Assignments of Test Assistants to test teams are made at this time.

Local Training Site

The local training site should be arranged by the Site Coordinator in conjunction with the Follow Through Director. The local training site should be a public building in a central location easy to reach by public transportation. Since trainees are responsible for their own travel and meals, there should be access to inexpensive eating places in the area. The room should be large enough to allow participants space for "spreading out" training materials. It should also allow space for small group meetings among test team members. The room should also be suitable for the showing of the training film.

Local Training Participants

The Site Coordinator, Supervising Testers and Test Assistants are required to attend local training sessions. The Follow Through Director and PAC Chairman must be invited to attend. Other school administrators are welcome at these sessions and may be invited to attend.

Preparing for Local Training

Local training is conducted by the Site Coordinator with the assistance of the Supervising Testers. The Follow Through Director, PAC chairman, or other district personnel may be asked to assist with orientation activities.

In preparation for local training, the Site Coordinator, with the help of the Supervising Tester should:

(1) Make out an agenda similar to the one shown in this manual.

(2) Assign Supervising Testers to local training tasks.

(3) Check that all training and testing materials have arrived and are in order.

(4) Study SRI training materials.

(5) Arrive early on the day of local training to arrange the room and training materials for easy distribution.

(6) Check that training film has arrived and a 16 mm sound projector has been obtained for the meeting.

Local Training Agenda

Table 4 shows a sample local training agenda. The agenda must include time for orientation, viewing of a film on testing, role playing and preparation of testing materials.

The amount of time planned for each activity should be considered carefully. Time for individual and group meetings is most important. If visits must be made to the schools during training time, attention must be given to the hours at which school officials are available. The agenda should be typed out and given to all training participants.

Assigning Supervising Testers to Tasks

The Site Coordinator should assign Supervising Testers to local training tasks. This is not only a help to the Site Coordinator, but it also serves to increase the Supervising Tester's competence and confidence. The assignment of tasks should be made carefully. The Site Coordinator must make a judgment about the ways in which the Supervising Tester could best work, based on observations at Regional Training and in meetings.

Training Materials

Test and training materials are usually shipped to the Follow Through Director's office during regional training. The Site Coordinator should check to see that these materials have arrived as soon as possible after returning from regional training.

Table 4

SAMPLE LOCAL TRAINING AGENDA

MORNING OF DAY 1

Registration

Participants check in with Site Coordinator

Distribution of materials to Test Assistants

- Blue Binders
- Name Tags

Introductions

Follow Through Director

Supervising Testers

Field Supervisor

Test Assistants

Visitors

Overview (See pages 1-8,)

The Follow Through Program

Office of Education

Stanford Research Institute

Field Operations

The Spring Testing Program

Brief Job Descriptions

- Field Supervisor
- Site Coordinator
- Supervising Tester
- Test Assistants
  - Test Assistant Pay Procedures
  - Working hours
  - How hours worked are to be reported

Table 4 (Continued)

MORNING OF DAY 1 (continued)

Pay periods

Pay days

Break

On Site Activities

(1) Tests to be administered

(2) Grade levels to be tested

Testing Plans

- Training
- School visits
- Testing
- Documentation of testing
- Checking work completed

Lunch

AFTERNOON OF DAY 1

Introduction to the test battery

Description of tests

General testing procedures

Preparation for testing

- Inventory of test cartons

SRI Training Film

MORNING OF DAY 2

Preparation for testing

Role of test administrator

Question and answer period

Table 4 (Continued)

MORNING OF DAY 2 (continued)

Trainees Read What to Do Section, Sitting 1 MAT

Practice in Testing

Trainees practice the following test administrator behaviors:

- Reading test directions
- Communication between tester and child

AFTERNOON OF DAY 2

Lunch

Test Team Procedures

Forms

- Testing Source Roster
- Classroom Testing Worksheet
- Tester's Logs

Trainees Read Sitting 2, IAR

Practice in Testing

- Communication between test administrator and monitor

Homework

- Learning signals
- Learning appropriate verbal responses to children

MORNING OF DAY 3

Trainees Read Sitting 3 MAT, Coopersmith and Raven's

Practice in Testing

Trainees practice the following test monitor behaviors:

- Observing children
- Signaling test administrator
- Recording problems on note pad

Test Team Assignments

Test Assistants assigned to Supervising Testers

Meeting of individual teams

Exchange of names, phone numbers

Table 4 (Concluded)

MORNING OF DAY 3 (continued)

Trainees read Sitting 4, 5 of MAT

Discussion and role play

Rapport and discipline

- Working with children
- Introducing the staff
- Introducing the tests
- Interruptions and breaks
- Discipline problems

Completing Testing Forms

- Classroom Testing Worksheet
- Tester's Log
- School Testing Information Sheet
- Name cards for children
- Labeling test booklets
- Teacher Testing Information Sheet

Check on first day's test materials for each team by Site Coordinator.

Review of school district policy on dress, signing in to schools, and the like.

Test Team visit to schools.

- Testing Source Roster checked with teacher.

A packing list showing the materials prepared by SRI will be found on one of the cartons. The following materials will be provided for the site:

- Test Cartons--One per class plus one extra carton for each grade level being tested (check letter on carton that indicates grade, to be sure correct test booklets have been sent). The tests in the extra carton may be used for local training and when additional booklets are needed during the regular testing process.
- Blue Binders--For each Test Assistant

> If any problems with materials occur, a COLLECT station-to-station call should be placed to Ben Samson at 415/326-6200, Extension 3118.

These materials will be distributed at regional training:

- Local Training Attendance Record
- Classroom Testing Rosters
- Site Coordinator Journal
- Red binder for each Site Coordinator and Supervising Tester
- Supervising Tester Handbook
- Test Team Work Kit
- Site Coordinator Schedule Planning Sheet

The SRI film on testing will be sent to the Site Coordinator, and should arrive the day before local training.

Studying SRI Training Materials

The Site Coordinator and Supervising Testers should study this manual and their notes from the Regional Training session. The group should review procedures and forms so that questions that may arise may be checked

with the Field Supervisor before local training begins. It is important that Site Coordinator and Supervising Tester agree on procedures before Local Training begins.

Local Training Activities

Orientation of Test Assistants

Time should be taken to introduce the Follow Through Director, other guests and the Supervising Testers. Some arrangements should be made for the Test Assistants to be introduced to the trainers and to each other.

Test Assistants must be oriented to the Follow Through program, the national evaluation, and SRI and school district policies. The Follow Through Director may wish to explain the local Follow Through program and school district policies.

The Site Coordinator should take responsibility for explaining the evaluation and its relation to SRI and OE.

The general nature of the testing program on site, the SRI Field Operations testing staff and their roles, should then be reviewed.

Some time should be spent explaining the chain of command. Test Assistants should be told that even though they are paid by the school district, they will be supervised by the Site Coordinator and Supervising Tester.

Teaching Testing Procedures

Test Assistants must be trained to administer the tests as well as to monitor them so that they will have a complete understanding of the testing process and will be able to provide for back-up in the absence of the Supervising Tester.

It is recommended that teaching procedures include the SRI film, demonstrations by the trainers, and role playing by the Test Assistants.

The testing procedures shown in the SRI film and discussed in the test administration section of the manual are applicable both to the MAT and the tests given at third grade level.

First, a short explanation of the tests and their purposes should be given. After a short general description of the testing process, the SRI film should be shown. The film is arranged in units (e.g., Preparation for Testing, Test Administrator Behavior, Test Monitor Behavior). It is recommended that the film be shown in its entirety to the group first. On succeeding days, sections of the film may be shown as they are taught in the session.

Teaching Preparation for Testing

The trainer should emphasize to the group the importance of planning and organizing materials. The test team will be working with the Test Carton Inventory Form, the Testing Source Poster, the Classroom Testing Worksheets, and the Tester's Logs. All these forms should be explained carefully during training. The Test Assistant will have copies of these forms in the blue binder. The trainer should review these forms and give everyone, especially the Test Assistants, an opportunity to work with them in a practice session.

Discussion of rapport-building activities such as working with children or the preparation of the test room should also take place.

Teaching Test Administrator Behaviors

Everyone must have the opportunity to read silently the entire test or tests they are scheduled to administer or monitor. They should become familiar enough with the tests to be able to discuss them with the children during practice sessions.

All trainees should become familiar with such characteristics of tests as:

(1) The manner in which the child is required to mark answers.

(2) The kind of learning task the child is asked to demonstrate (e.g., matching words with pictures, spelling).

(3) The nature and number of the practice items.

The trainees should practice reading over the directions several times, and giving the test until the delivery is smooth, natural and

without error. Enunciation of words is particularly important. Trainees should be encouraged to read aloud at home in front of a mirror.

The trainees should also discuss special situations, such as interruptions and discipline problems.

Use of Role-Playing

It is important that trainees be able to practice giving the tests in situations as close to real life as possible. If it is feasible, arrangements should be made to practice test administration with children not scheduled for regular testing. If this is not possible, trainees should play the roles of the children, test administrator, and monitors.

Teaching Test Monitor Behaviors

The Test Assistants should learn the most common problems in testing described in the test administration section of this manual, and examples of acceptable kinds of test monitor responses.

The trainer should also teach all a set of hand signals to be used by the test monitor and test administrators to communicate during testing sessions.

A set of signals should be devised for the following messages:

- I cannot hear you.
- You are reading too slowly.
- You are reading too quickly.
- The children are tired; let's take a break at the end of this test section.
- The children do not understand the directions. All the children in my (monitor) group do not understand.
- This child must leave the room.

A model set of signals is shown in Figures 3 through 8.

FIGURE 3 I CANNOT HEAR YOU

FIGURE 4 YOU ARE READING TOO SLOWLY

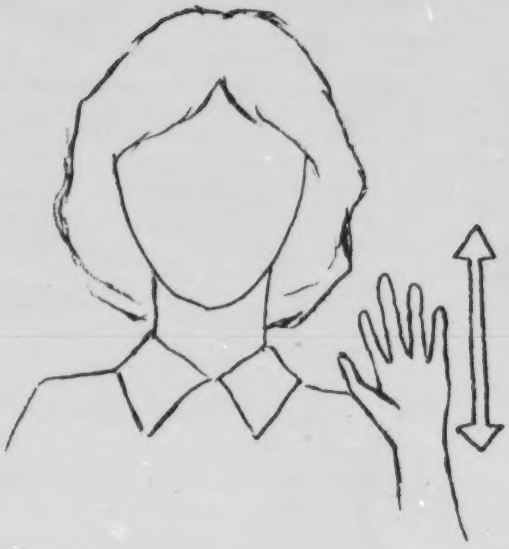

FIGURE 5 YOU ARE READING TOO QUICKLY

FIGURE 6 THE CHILDREN ARE TIRED; LET'S TAKE A BREAK AT THE END OF THIS TEST SECTION

FIGURE 7 THE CHILDREN DO NOT UNDERSTAND THE DIRECTIONS

FIGURE 8 A CHILD IN THIS GROUP MUST LEAVE THE ROOM

Forms Used During Local Training

Forms to Be Completed by the Site Coordinator

Local Training Attendance Record

The Site Coordinator is responsible for seeing that every participant at local training signs in this book each day. (See Exhibit 26.)

Forms to Be Completed by the Supervising Tester

Test Team Assignment Sheet--This form gives each team member a written record of his work assignment for the testing period. (See Exhibit 16.) This sheet must be completed by the Supervising Tester before the end of local training and distributed to each member of the team. The following information is to be completed on the Test Team Assignment Sheet:

- Name and phone number of Follow Through Director, Site Coordinator, and Field Supervisor.
- Names, addresses, and phone numbers of all test team members.
- Name of the school and whether it is Follow Through or Non-Follow Through.
- Name and phone number of the principal of the school.
- Name of the teacher and grade level of the class to be tested.
- The scheduled test dates.

Forms to Be Completed by the Test Team

The test team must receive and inventory each test carton, make certain a testing source roster is available for all classes they are scheduled to test, prepare a Classroom Testing Worksheet for each test group to which they are assigned, and label test booklets for each child they are scheduled to test.

Test Carton Packing and Inventory List

An inventory of the materials in each test carton must be conducted during local training. Because they must be saved for the return shipment, the test cartons should be opened carefully so as not to damage them. A Test Carton Packing and Inventory List is found on top of the contents of each test carton. (See Exhibit 3.) This list should always remain with the test carton. The list should be completed as follows:

The Supervising Tester should record his name and the serial number of the test carton that is stamped in bold black letters on the outside of the test carton.

- The following materials should be found in each carton: test booklets, Tester's Logs, Classroom Testing Worksheets, sealing tape, shipping labels, and directions for return of the materials.
- There should be 29 to 31 test booklets in each carton. The number of booklets should be counted and recorded in the "Number Received" column of the back of Test Carton Packing and Inventory List.

Assignment of Test Cartons to Classes or Testing Groups

In most instances, one test carton should be used for each class or testing group. The name or names of teachers of children in the testing group, grade school name, and test carton serial number should be recorded on the Test Carton Packing and Inventory List (See Exhibit 3.)

The Supervising Tester should make certain that the test carton contains the correct kind of test booklets for the group to be tested.

The test carton should then be marked with the name or names of the teachers whose children's test booklets will be in the test carton.

Since there are 29 to 31 booklets in each carton, there may be instances where additional booklets are needed for a class or testing group. In other cases, not all booklets in the carton may be used.

Borrowing or Loaning Test Booklets

It is permissible to borrow or loan test booklets from a test carton. The extra test carton provided by SRI for each grade level or the test carton of another class or testing group may be used. Borrowing or loaning of test booklets should be recorded on the Test Carton Packing and Inventory List under "No. Borrowed/Test Carton S/N" and "No. Loaned/Test Carton S/N."

- When test booklets are borrowed from a test carton A and added to test carton B, the number borrowed should be recorded in the "No. Borrowed/Test Carton S/N" column of the Inventory List found in test carton B. The serial number of test carton A from which the booklets were borrowed should also be entered here.
- The number of test booklets loaned from test carton A to test carton B should be entered in the column titled "No. loaned/Test Carton S/N" found in test carton A.

Testing Source Rosters

These are listings of classes from the SRI data bank. Basic demographic data (name, birthdate, etc.), ID numbers and test booklet labels are shown for each child. (See Exhibit 2.)

The Supervising Tester should have received from the Site Coordinator the Testing Source Rosters for the classes the team is scheduled to test. In some instances, only certain children in a given class will be tested. These children will be identified on the roster by an asterisk. (See pages 46 and 49.)

During local training, the test team will put labels on test booklets, list testing groups on classroom testing worksheets, and complete the cover of Tester's Logs using data from the Testing Source Roster. The remainder of the Testing Source Roster is completed during and after testing. (See pages 94 and 95.)

Labeling Test Booklets

A label from the Testing Source Roster should be affixed to each test booklet in the space provided. The label shows the child's name and identification numbers. The name of the school, teacher and the grade level of the class should be printed in the appropriate spaces. No other information need be written in. Any corrections made on booklet labels should be done by circling the error and entering the correction above it. Corrections on test booklet labels must be made on the Testing Source Roster.

Classroom Testing Worksheets

One of these forms is needed for each test group. The purpose of the form is to document the names of children in a given test group, and record the tests or sections of test each child has taken. It also aids in scheduling make-up tests.

During local training, the Supervising Tester name, test carton serial number, the name of the teacher or teachers whose children will comprise the testing group, and the names of the children should be recorded. The rest of the Classroom Testing Worksheet is completed during testing. (See Exhibits 5 and 6.)

Tester's Log

This form is used to document the environmental conditions in which testing takes place. (See Exhibits 7-12.)

During local training the front page of the log, showing the names of test team members, test carton serial number, and identification of the class or testing group by teacher name, grade, and school should be recorded.

The rest of the Tester's Log is completed during testing. (See pages 97-101.)

Before Local Training is Concluded, the Site Coordinator should check that:

(1) Each Supervising Tester has been assigned to schools and classes.

(2) Each Test Assistant has been assigned to a Supervising Tester.

(3) All test teams have been given all the materials they need for testing.

(4) All materials needed for testing have been prepared properly.

(5) Provisions have been made for the storage of all test cartons and training materials.

(6) All test team members have transportation to the testing site.

(7) Each team has test booklets, Classroom Testing Worksheets, Tester's Logs, and name cards ready for the first day of testing.

Before Local Training is Concluded, each Supervising Tester should check that:

(1) Each member of the test team has a copy of the Test Team Assignment Sheet.

(2) All team members understand their duties.

(3) Each team member has a blue binder containing a complete set of test booklets.

(4) The School Testing Information Sheet has been given to the principal of the first school where the team will be testing.

(5) Test booklets for the first class(es) have been labeled and grouped.

(6) Provisions have been made for storage of the test cartons assigned to the team by the Site Coordinator. Booklets should always be stored in an area that can be locked (e.g., a car trunk or a school cabinet with a lock).

(7) All test team members have transportation to the testing location.

Before Local Training is Concluded, the Test Assistants should check that they:

(1) Know the roles of the Test Monitor and Test Administrator.

(2) Have a copy of the Test Team Assignment Sheet.

(3) Have a blue binder.

(4) Understand the district pay procedures.

(5) Know how to get to the schools in which they are testing.

(6) Have transportation to the testing location.

(7) Know the tasks to be completed or the first day of testing.

VIII TEST ADMINISTRATION

The administration of tests is the main focus of SRI Field Operations data collection activities.

Tests are administered to selected children in classrooms by the SRI test team. The Supervising Tester serves as the Test Administrator. Since testing is conducted in the absence of the classroom teacher, test assistants serve as monitors to assist in maintaining an effective testing environment and to assist in giving each child a prescribed amount of individual attention.

Children in second grade are given only one battery of tests: the Metropolitan Achievement Test, Form F. Children at third grade are given the Coopersmith Self-Esteem Inventory, Intellectual Achievement Responsibility Scale, and the Raven's Coloured Progressive Matrices, in addition to the Metropolitan Achievement Test.

SRI and OE are concerned that classroom testing conditions approximate as closely as possible those conditions described by the test publishers and authors as acceptable. The SRI rules and guidelines for test administration have been reviewed by the publishers of the MAT, the authors of the other tests, and the Office of Education.

Testing Schedule Terminology

The SRI test schedule is designed for testing for approximately one hour of each of five consecutive days.

The MAT battery for each grade level is subdivided into tests (e.g., Test 1 Word Knowledge, Test 4 Spelling, and the like). A prescribed number of tests must be administered each day (see Table 3). At third grade level MAT tests and special third grade tests are scheduled in a single day.

All the testing prescribed for a single day will be referred to as a test sitting.

Tasks to Be Completed Before Testing Begins

On the morning of testing, the team should arrive at the school early and sign in according to that school's procedures. The Supervising Tester should mention the schedule of the team for the day to the school secretary. The team should assemble at a designated location in the school to assemble the testing forms and materials. The following testing materials should be assembled:

- Test Team Work Kit
  - Felt markers
  - 5 × 8 file cards to be used for name cards
  - Pencils
  - Paper clips
  - Kleenex
  - "Testing, Do Not Disturb" signs
  - Testing Source Rosters
- Test Carton
  - Classroom Testing Worksheets
  - Tester's Logs
  - Test booklets

Each Test Assistant must have a copy of the child's booklet for the tests to be administered.

The team should then proceed in the following manner:

(1) The test booklets should be checked against the Classroom Testing Worksheet and Testing Source Rosters to make certain that a booklet has been labeled for every child in the class.

(2) Name cards should be printed with the felt marker on the 5 × 8 cards.

While the team is preparing these materials, the Supervising Tester should go to the classroom and remind the teacher that the team will be coming to the classroom. The teacher should be given a copy of the Teacher Information Sheet at this time. (See Exhibit 18.) The Supervising Tester should then return to the team and give last minute instructions to the team on introductory procedures for the class.

The whole team should then come to the classroom at the arranged time, bringing the test materials with them. The Supervising Tester should begin by introducing each Test Assistant to the class and then explaining the presence of the team in the classroom.

Before any formal testing begins, certain preparations must be made. While the team proceeds with these activites, they should make conversation with the children and allow them to help if possible. The team should attempt to have some interaction with every child in the class during the preparation period, even if it must be limited to a smiling "hello" in extremely large classes.

Bilingual Children

If any of the children in the class have difficulty with English or are more comfortable with another language, the Supervising Tester may speak to them in that language to help establish rapport and to put them at ease. During the period before testing begins, the Test Assistants may also speak to the children in their native language. Once testing begins, all conversation must be in English.

Preparatory Tasks

(1) The seating arrangement must be checked. Children should be seated so that they are able to see the area where the test administrator will stand. They should also be far enough away from each other to minimize the possibility of borrowing answers. The test monitors should be sure there is sufficient space for them to walk among the children during the administration of the test.

(2) The "Testing--Do Not Disturb" sign should be posted on the door.

(3) Kleenex should be placed in an area accessible to the test monitors.

(4) Lighting and ventilation of the room should be checked and adjusted if necessary.

(5) Assignment of Test Assistants. Test Assistants should be assigned by the Supervising Tester to specific children in a particular section of the room. The children should be introduced to the Test Assistants and Test Assistant's role as monitors should be explained.

Passing Out Materials

The Test Assistant should distribute the name tags and pencils for children and move to the assigned section. The children may assist with placing name tags on their desks.

Only when this task is completed and a check has been made to see that every child is properly supplied should the test booklets be given out.

Arranging Materials by Testing Group

On the first day of testing, the Supervising Tester should call each child by name and given him a test booklet. On the following days, the booklet must be grouped by Test Assistants and distributed by them. The name tags should be kept with the booklets. The Supervising Tester may continue conversing with the class as the booklets are distributed.

During this time, the Supervising Tester should turn to the page of the Tester's Directions on which testing will begin. After all booklets have been distributed, and the team has again checked to see that all children have a pencil, name card, and test booklet and that they can see and hear, the Supervising Tester may begin reading the first words of the test. The test team should use the set of signals decided upon at Local Training to advise the Supervising Tester that the class is ready to begin.

Test Team Roles

Once testing begins, the Supervising Tester and Test Assistants take on the roles and responsibility of the test administrator and monitor respectively. This manual does not attempt to define all acceptable words or behaviors for the test team. It does try to outline areas of responsibility and to describe the kinds of behaviors that are acceptable. References in the text in which the test administrator is to make judgment about the behavior of "more than half the class" do not require a literal count of children but are subject to the test administrator's discretion. It is recognized that a good tester has a sense of responsibility and an ability to relate to people. These qualities should enable him to choose the most suitable response for a given situation from the kinds of acceptable behaviors possible.

Designation of Test Administrator

The official Test Administrator for each testing group should be a Supervising Tester who has satisfactorily completed regional and local training. In cases such as illness, absence or make-up testing a Site Coordinator or a Test Assistant who has satisfactorily completed local training may administer tests. Except in emergencies, only one person should serve as a Test Administrator for a given testing group.

Duties of the Test Administrator

The Test Administrator is responsible for:

(1) Establishing and maintaining rapport with the test group.

(2) Timing and pacing.

(3) Giving clear test directions.

(4) Maintaining classroom control.

Communication Between Test Administrator and Testing Group

The Test Administrator should address statements to the testing group rather than individual children. The class and monitors should feel they are working with the administrator, not for the administrator. For this reason, statements to the group should always begin, "Let us" rather than "You should." However, if a child asks the Test Administrator a direct question, he can and should reply using answers of the type recommended for the test monitor.

Rapport Between Test Administrator and Children

The Test Administrator must recognize that the major task is to administer the test battery in such a way that each child has the same opportunity to demonstrate knowledge of the subject matter. The establishment of rapport is essential to this task.

Rapport is a relationship of mutual trust and understanding. The Test Administrator should be skillful at establishing rapport with children. Trust among people is built upon positive interactions with each other. The Test Administrator must make an effort to see that the children receive something positive from the testing situation.

For instance: This positive response may be in the form of praise to the group, allowing children who have finished to do some quiet activity that does not interfere with those who are still working (reading, coloring, etc.)

The children should be complimented on their deportment from time to time with such phrases as "We are all working very well."

Understanding is built upon the ability of people to recognize feelings and problems they have in common. This means that the Test Administrator should express to the children his/her feelings and problems in relation to the testing environment. For instance:

(1) "I like the way we help one another move the desks."

(2) "If everyone talks at once, I cannot hear anyone."

The children should be encouraged during the preparation and practice item period to talk to the Test Administrator. The Test Administrator should make an effort to allow the children to express their feelings and problems in relation to the testing environment. For instance:

(1) "We're glad to see you today. We hope we can play Seven Up when we finish the test."

(2) "This room is cold, can we close the window?"

Timing and Pacing

Maintaining the child's attention to the testing task also helps to provide an effective testing environment. The test administrator is responsible for keeping the children working at a pace appropriate for them. It is wise to attempt to keep the children moving at a rather rapid pace, allowing time for almost all the children to finish their answers but no time between responses for the established rapport to begin to diminish. The test administrator should watch for signals from the test monitors indicating that the pace should be increased or slowed down.

Rest Periods

After each test section, if the test administrator receives signals from the monitors, or senses that the children are tired, a break in the test is considered advisable. Any kind of physical activity that is relatively quiet and will not cause difficulty in getting back to testing is recommended. A few simple stretching exercises often help the children relax.

Test Time Limits

There are several tests where the child is limited to a maximum amount of time in which to work. (See Table 3.) The test administrator must adhere to these time limitations. The test administrator should have a watch or be situated in a testing room that provides a clock.

On timed sections of the test, if all the children have finished before the time limit has elapsed, that particular section can be terminated. If even one child is still working, the full time limit should be allowed. The children who have finished should be encouraged by the test monitor to work the puzzle on the test booklet or some other quiet activity that does not disturb the rest of the class.

Testing Disruptions

The distinction between a serious and a minor disruption is in many cases a judgment the test administrator must make at the time of its occurrence. Generally, a minor interruption may distract the class for a few seconds and does not cause testing to stop. A major disruption distracts the class for longer periods and may by itself cause testing to stop.

When a major disruption occurs, and the children must remain in the classroom, the children should be asked to close their booklets and to work the picture puzzles on the MAT covers until the interruption ceases. The children may also be asked to draw in the blank spaces on the special third grade booklet covers.

When a major disruption occurs where the children must be removed from the classroom, the children should be asked to quietly close their booklets, put down their pencils, line up in some fashion and walk out.

Interruptions During Timed Tests

If a major disruption occurs during a timed test the test must be stopped and that section cannot be resumed at any time. When testing is resumed, the class must go on to the next section.

If a minor disruption occurs and does not cause testing to stop, the test sitting should be continued.

Interruptions During Untimed Tests

If a serious disruption occurs during an untimed test, the test must be stopped and that section may be resumed after the disruption is over.

If a minor disruption occurs, testing may continue when the disruption is over. In some instances, the test administrator may judge that a disruption is serious enough to warrant the discontinuance of testing for the day.

Termination of Testing by Test Administrator

The test administrator should exercise cautious judgment in deciding to terminate any test before it is completed. Tests should be terminated when the tester or member of the SRI supervisory staff believes that the testing conditions invalidate the results.

Giving Test Directions

The test administrator must read directions exactly as they are written in the Tester's Directions or Examiner's Copy of the test. Except in the case of practice items, he may not elaborate. His voice should be clear; each word should be distinct. The tester should not read in a loud voice, but the voice should be projected so that it can be heard in the back of the classroom. A shouting voice is irritating and should not be used. The tone of voice should not be that of a speaker giving a lecture but rather that of a person conversing with a group of persons. The tone of voice or facial expression should not give the child a clue to a correct or incorrect test response. If the team judges that most of the children have not heard an item, the item may be repeated. The test directions often call for the test administrator to point to items on the test. The test administrator should use a child's copy of the test, held so that it faces the class. Pointing should always be done with the finger, never with a pencil.

While the test administrator is reading, he should alternate looking at the text and the class and the monitors. The administrator may move about so that he can be seen by all children. He should also watch for signals from the test monitor indicating problems with pacing, delivery, and the like.

Practice Items

There are practice items at the beginning of each test in the battery. It is important that the children complete practice items before the test begins.

In the MAT tests, there are practice items on the first day of testing (What-to-do sections) and additional items at the beginning of each section of the test. The child must complete the What-to-do section before completing any other section of the MAT. For instance, a child who misses Day 1 of the MAT, and returns for Day 2 must be given the What-to-do section before joining his testing group to receive the Day 2 sitting of the MAT.

Teaching Children to Mark Answers

Generally, the purpose of practice items is to allow each child an opportunity to learn how to mark answers, not what answers to mark. If, in the judgment of the test administrator, half the children in the class do not understand how to mark their answers, the test administrator may demonstrate on the blackboard or repeat that part of the directions that explains the procedure. It is also acceptable in this instance for the administrator to use certain other words to describe the procedure. It is wise to use judgment in substituting descriptive words that the children will see in the context of the test. For instance, the word "circle" should not be substituted for "oval" when "oval" is used throughout the text.

The test administrator should use as many of these suggestions as necessary to assure that more than half of the class understands how to mark their answers before continuing with the test.

Pointing Out Correct Answers

On certain practice items, it is specifically indicated that everyone is to mark the correct answer. In these cases, the test administrator must allow enough time for the test monitor to point out the correct answer to every child in the class. If the test monitors' signals indicate that half the class or more did not mark the correct answer, the test administrator may repeat the instructions for that item. The test administrator may also show the class the correct response by pointing to it and explaining why it is correct. The test administrator should not attempt to explain why other responses are incorrect. It is not the

purpose of this method of elaboration to teach the child any subject matter, but only to indicate the appropriate response which the child should make.

Maintaining Classroom Control

This is perhaps the most sensitive part of the test administrator role. The manner in which the test administrator speaks to the children and to the test monitors and the manner in which clerical and physical problems in the class room are handled affect the amount of control the administrator is able to maintain.

When a class becomes noisy, the test administrator should ask for silence in a calm low but firm, voice. The test administrator should not try to speak more loudly than the children. If the test administrator perceives that the noise level makes good testing conditions impossible, then testing should be stopped until order is restored. Promises that cannot or will not be kept should not be made (e.g., "if you aren't quiet, I will not give you a break").

It is most important that the team begin and end their class visit in an orderly fashion. The smoothness and ease with which the team orients the children and prepares them for testing will strongly influence the environment of the testing situation. Orderly preparation encourages discipline.

When the team enters a classroom, they should begin immediately to interact with the children and make testing preparations. This may be done by simply greeting the class and telling them what the team plans to do. It is the responsibility of the test administrator to see that each member of the team is assigned to specific duties as quickly as possible.

When testing is over, a member of the team should be sent to notify the teacher. The children should be engaged in some quiet recreational activity until the teacher returns to the room.

The test administrator should thank the teacher and children for their cooperation. It is important that the test administrator pay the children a compliment in the presence of the teacher before leaving for the day.

Instructions for Administering Specific Tests

Specific instructions for administration of specific tests are printed in the Tester's Directions booklets for the MAT and the Examiner's copies of the IAR, Coopersmith and Raven's Progressive Matrices. The test administrator should always read test directions from these booklets and should not rely on memory.

Metropolitan Achievement Tests - Primary II

It is a good idea to use a blackboard to show the children how to mark their answers on Tests 1, 2 and 3. On Test 4, (Spelling) the test administrator should read the number of each item and pronounce each word carefully. It is important that the children understand exactly the word they are being asked to spell.

Tests 5 and 6 - The terms, NG (not given) and DK (don't know) used in Tests 5 and 6 may be confusing to some children. Therefore, the sample items should be put on a blackboard and the proper responses marked by the test administrator. When the practice session is over the children should have had a chance to see and hear an explanation of these terms.

Test 7 - Scratch paper, provided in the Test Team Work Kit should be distributed to each child before the beginning of this test.

Metropolitan Achievement Test - Elementary Level

Tests 1 and 2 require the child to read the questions silently. The administrator should walk about the front of the room and observe the children during this time. The time limit should be carefully observed. If the administrator sees that all the children are finished before the time limit is up, the test may be terminated.

Test 3, Part A: Sentence Sense - The test administrator should study this section carefully during local training. This section of the MAT should be carefully reviewed during the practice time. The practice item should be put on the blackboard.

Test 3, Part B: Punctuation, Capitalization and Usage - The test administrator may not go into a detailed explanation of the meaning of the terms punctuation, capitalization or usage. However, the children may be told why the answers marked on the practice item are correct. In explaining the sample the test administrator should proceed in the following manner:

1. Put the sample item on the board.
2. Read the directions pointing to each possible response on the board as it is read.

Test 4: Spelling - The test administrator should read the number of each item and pronounce each word carefully. It is important that the children understand exactly the word they are being asked to spell.

Test 7 - Scratch paper, provided in the Test Team Work Kit should be distributed to each child before the beginning of this test.

Raven's Coloured Progressive Matrices

Most children enjoy taking this test. The administrator is often faced with the problem of a testing group where children mark answers before the test administrator has finished giving directions. If this occurs the test administrator should try to read more quickly. In addition the following points should be noted:

- A maximum of one minute may be allowed for each item.
- The test administrator must point with his finger to each pattern and each piece of the pattern.
- The children should be instructed to mark with a large "X" so that the response can be easily seen.

Intellectual Achievement Responsibility Scale (IAR)

The test administrator should repeat items on this test by saying, "I'll read it once more" and then read that part of the test item that is in parentheses. If the children do not understand how to choose an answer, repeat the section in the directions on Page 2, Bullet 2 of the booklet which says, "Choose the one ending that tells how you usually think or feel. Put an X on the letter 'A' if that ending fits you best. Put an "X" on the letter 'B' if that ending fits you best. There are no right or wrong answers. Just answer each question the way you really feel."

Coopersmith Test of Self-Esteem

This is an easy test to administer. However, the test administrator should be especially careful in reading question 37. The test administrator should say, "First I will read the statement for the girls." "Listen girls," then say "I really don't like being a girl." "Now I will read this statement for the boys." "Listen boys, I really don't like being a boy."

Duties of the Test Monitor

(1) Observing and assisting children in the assigned group.

(2) Making the test administrator aware of the testing environment in the group.

(3) Recording problems of the children in the assigned areas.

Role of the Test Monitor

The role of the test monitor is to provide children with as much individual attention as was accorded by the classroom teacher in the testing situation in which these tests were standardized. The test monitor may provide on an individual basis the sense of caring and confidence in the child's ability that the test administrator seeks to provide on a group basis.

The test monitor is responsible for seeing that an effective testing environment is maintained in the assigned group. This means that every child knows the tasks required, and is given an equal opportunity to show knowledge of the tasks.

Observing Children

Each monitor is responsible only for a designated group and should not attempt to assist children in other monitor areas. The Supervising Tester is responsible for assigning children to Test Monitors.

The monitor should walk quietly among the assigned group, and if possible, wear shoes that do not make loud noises. The monitor should not stand in one place for any length of time. Extra sharpened pencils and a copy of the child's test booklet should be carried at all times. In order to perform these functions the test monitor must watch each child's behavior and each child's test booklet.

Communication Between Test Monitor and Child

Good communication between Test Monitor and child is important to a good testing environment. It is well to remember that communication may be verbal or non verbal. There must be no shouting and no threats. The test monitor should be alert and calm at all times. A calm controlled and organized test monitor does much to keep a happy and effective testing environment. An occasional smile or a pat on the shoulder does much to reassure children. Even though monitors may address children individually, when possible phrases such as "Let us make our marks nice and dark" rather than, "Make your marks nice and dark" should be used. It should be remembered too that sometimes

concern may be expressed by leaving a child alone. The monitor should use judgment in helping a child. If a child is slow in turning pages or moving to the next item but is still able to keep up with the test administrator, he should be left alone.

A monitor should not spend most of his time with a "problem child". Sometimes problems will stop if they are ignored.

Before testing begins, the Test Monitor should talk with the children in the assigned group. The monitor must learn the name of each child and make an effort to address each one individually before testing begins. The comments should concern something positive. The monitor may admire the child's art work or desk, ask about a favorite class project etc.

At times, the monitor may have to comment on a child's behavior. The monitor should do so only if the child's behavior affects the testing environment--that is, if it keeps other children from the opportunity of knowing the testing tasks or being able to display their knowledge of the tasks.

If it is possible the monitor may address a child in his native tongue at this time. It should be noted that personal remarks must be made in a manner that does not give one child more attention than other children in the group.

During the time that practice items are given, the Test Monitor is responsible for seeing that every child in the assigned group understands how to mark their answers. The Test Monitor should look at each booklet to see that answers are marked and marked correctly. The test should not begin until the majority of the class knows how to mark their answers.

During the practice items, the Test Monitor may answer questions of individual children, compliment the group on their work and assist children in learning to mark their answers. Once testing has begun, the Test Monitor may talk to the child about his work or behavior but only in the areas prescribed in this manual. It is well to remember that the monitor is not limited to the exact words here but statements should reflect the ideas in comments written in this manual.

The Test Monitor tries to see that each child in the group is working on the correct item, following the directions as read by the Test Administrator. The child should be marking his responses clearly and marking only one response for each item. The child cannot be given any answers or explanations of questions at this time but he may be encouraged. Children who ask for help, stop working or who mark answers at random with no apparent knowledge of directions should be encouraged to work on the item being read by the Test Administrator.

Removing a Child from Testing Area

If a child must be removed from the room for any reason, the monitor should take him. Others should cover the monitor's group until the monitor returns.

A child should be removed from a group only if he is ill or his behavior is so disruptive that he cannot be contained in the class, and is disturbing the test environment for the rest of the class.

Interruption of Testing

When an interruption affects the entire class, the rules on pages 83 and 84 apply. When an individual child must stop working or leave the room during a test, the following rules apply:

- If a single child stops during any test, timed or untimed, and is able to return to the work while the test session is still going on, he may join the class and work on the test section in progress when he returns.
- If a child has started a test sitting, and is not able to return before the class has finished testing for the day, he may work with the class for the remaining sittings, but he may not make-up the part of the test he missed.

Communication Between Monitor and Administrator

After the Test Administrator begins to read the test directions aloud to the children, the Test Administrator and monitor should communicate using a set of signals agreed upon at local training. The Test Assistant should communicate to the Test Administrator any information that indicates the testing environment is not proper or that the children are not ready or able to work.

Each Test Assitant should signal the Supervising Tester at least in the following instances:

(1) to indicate all children understand a practice item or test directions

(2) to indicate all children are ready to begin a test section

(3) the Test Administrator is speaking too loudly or softly

(4) the Test Administrator is speaking too quickly or too slowly

(5) the children need a break

(6) a child must leave the room

Test Monitor Note Pad

Each test monitor should carry a notepad and pencils. Any problems encountered during testing should be recorded on the Test Monitor notepad. In the case of the MAT, the subtest being administered when the problem occurred should be noted. After testing is over for the day, these notes should be discussed with the Test Administrator who will record them in the Tester's Log.

The test monitor should keep in mind that the following situations must always be recorded on the notepad and in the Tester's Log.

1. The child borrows answers more than three times.

2. The child must be directed to correct item more than three times.

3. The child marked more than one response more than three times.

4. The child refused to continue after being encouraged three times.

5. Child started timed section of the test before the Test Administrator signaled the group to begin.

6. Child continued working on timed section of the test after the Test Administrator signaled the group to stop.

Child's Behavior	Monitor May Always	Monitor May Do 3 Times per Test Section	Goes in Tester's Log
Child is on wrong page	Find right page for child		
Child is on wrong item		Find right item, point with circling motion	Code 12
Child marks lightly	Monitor says, "Let's make our marks nice and dark."		
Child speaks little English	Speak to child in native tongue during practice session.		
Child marks two responses to a question		Monitor says, "Choose one of these."	Code 11
Child asks for help	Monitor says, "Do the best you can."		
Child is copying answers from another child		Monitor says, "Let's all do our own work" or moves child to another place in the room	Code 15
Child stops working		Monitor points to item with a circular motion and says, "Try this one."	Code 16
Child is talking	Monitor says, "Let's all work quietly."		Code 14 if it causes child or group to be unable to work
Child is crying	Monitor says "What's wrong?"		Code 14
Child marks answers at random	Encourage child to work on correct item		
Child starts timed section of test before Test Administrator signals group to begin	Encourage child to wait		Code 10
Child continues working on timed sections after the Test Administrator signals the group to stop or moves on to other sections in the booklet	Tell child to stop		Code 10

Testing Forms

Forms to Be Completed by the Test Administrator

Testing Source Roster

In Follow Through classes this form lists all the children in a class. In Non-Follow Through classes the Testing Source Roster may show all the children in the class or only those children scheduled for testing. Children not tested in a Non-Follow Through class need not be added to the source roster.

In all cases, all children who are tested must appear on a Testing Source Roster. Target Children are indicated on this roster by an asterisk. Every effort must be made to test these children. This source roster should be checked with the teacher before testing begins to make certain that children scheduled to be tested whose names do not appear on the Tracking Source Roster are added. This information should be available from the Classroom Testing Worksheet.

After testing is completed in a classroom, a check should be made on this roster for each child who received any portion of any test or What-To-Do section.

Classroom Testing Worksheet

This form is used to note the test sittings each child received.

There are two kinds of worksheets, one for second grade classes and one for third grade classes. (See Exhibit 5 and 6.) In sites where second and third grade are scheduled for testing, the Test Administrator should be careful to use the correct form.

Form Heading

The heading of the form and the names of the children should have been filled in during local training. If not, it should be completed before testing of a group or class begins.

It is especially important that the test team have lunch and recess times on the Worksheet to ensure that testing does not interfere with these activities.

When a testing group is comprised of children from more than one class, the names of the teachers of each class should be shown in two places on the Classroom Testing Worksheet:

(1) The space provided for teacher name.

(2) In the space beside the names of the children in their respective classes. (Exhibit 6.)

Child Data

Immediately before testing, the sheet should be checked against the Testing Source Roster to be certain that all children in the classes or testing group scheduled for testing are listed.

Immediately after completing each test sitting, the Supervising Tester should fill out the Classroom Testing Worksheet for that sitting.

- A check mark (√) should be placed in the shaded box adjacent to a child's name that indicates the sitting or sittings the child completed that day.
- If the child is absent an "A" should be placed in shaded box.
- If a child is absent for an entire sitting, and that sitting is later made up, a check mark should be placed in the white box for that sitting. If by the end of testing the sitting was not made up, then a dash will be entered in the white box.

Tester's Log

The Tester's Log is a white booklet found in every test carton. One Log is used for each testing group. An entry must be made in the Tester's Log after each test sitting, including make-up tests.

Completing the Log

The form is completed by the Test Administrator with assistance from the test monitors.

When Log Entries Are Made

The cover of the Log should be completed at local training or at least before testing of a group begins. The inside pages of the Log should be completed by the Test Administrator after each day's test sitting is completed.

Responsibility for Log Entries

Log entries are the responsibility of the Test Administrator. Log entries should be based on test monitor notes and test team discussion after each day's sitting. These meetings should be private. The Test Administrator should ask the monitor's opinions of the testing environment. Individual child behaviors that affected the testing environment, not abilities, should be discussed.

Identification Data Recorded in the Log

Certain facts and identification data must be recorded in the Log. Among them are:

(1) The names of the teachers whose classes comprise the testing group. This data should appear on the cover of the Log. If, for any reason, the cross-sectional of a child is not available, the teacher name must be substituted.

(2) Names of Test Administrator and monitors. This information should appear on the cover of the Log. In addition, the Test Administrator's name should be recorded for each day.

(3) Dates and times of test administration. This data provides an important cross check for SRI and should be recorded on each sitting and make-up tests. The time that the Test Administrator began to read to the children from the examiner's booklet is the starting time. The time at which the administrator asked the class to stop work is the ending time.

(4) Names of Tests. In the case of the MAT, subtests during which described behavior occurred. At third grade level, where sections of the MAT and another test may be given on the same day. Each test is recorded in a separate place. (See Exhibit 11.)

(5) In the case of individual child entries, name and cross-section ID (ten digit code). The child's ID number should be copied from the test booklet. If for some reason the child's cross-sectional ID is not available, the teacher's name must be substituted.

Behaviors Recorded and Coded in the Log

A code number has been assigned by SRI to certain kinds of behaviors. These behaviors are listed on 4 and 5 of the Log. Log Codes are grouped by category. The categories are Environmental Conditions, Administration, Materials and Child Performance. The first code number in each category, 1, 4, 7, and 9, respectively, should be used to indicate that there were no behaviors or environmental conditions that did not follow those defined in the SRI training materials.

This manual and the testing directions describe an acceptable testing environment and behaviors. If the test team judges that the testing environment and behavior were acceptable by these standards, the "no problems" codes should be used.

In the Tester's Log, the Test Administrator describes behavior by checking designated codes and written descriptions.

Relation of Codes to Written Comments

Test Administrators must explain in writing, testing situations not described by the codes. Therefore, it is possible that a given code may be checked indicating one problem, and the written statements in an entry box beneath the codes indicate another problem.

Written comments which do not relate to any code and which do not indicate a problem in the testing situation, should not be recorded (e.g., "Mary Jane is a slow reader").

All other codes are problem codes and describe situations commonly found in the testing environment.

Making Log Entries

A Log entry is represented by a set of identification data and codes describing behavior during a test sitting. There are group log entries and individual child log entries.

Group Log Entries

GROUP TEST CONDITIONS

In the space provided below code group test conditions for *each* category. Write in any explanation required. Be sure to log your time.

CATEGORY	(61) (62) Environ.			(63) (64) Admin.			(65) Mtls.		(66) (67) (68) (69) (70) (71) (72) (73) (74) Child									
TIME	✓	2	3	4	5	✓	✓	8	✓	10	11	12	13	14	15	16	17	18

9:15 Start

9:50 End

POINTED TO WRONG ITEM ON FIRST ROW, PAGE 5. HAD TO REPEAT QUESTION. READING SECTION.

Group Log entries are made to code the behavior of the testing group as a whole. A code must be checked in <u>each</u> category (Environment. Administration, Materials, Child Performance) to describe the group testing environment. This entry should represent the behavior of the <u>majority</u> of the children in the testing group. If the environment and behavior of any child in the testing group differs from that of "Description of Individual Child Problems."

Logging Individual Child Problems

DESCRIPTION OF INDIVIDUAL CHILD PROBLEMS

In the spaces provided below enter the name and ID number of each child whose problems were different from the group. Code *each* problem category for *each* child. Write in any explanation required.

	(61) (62) Environ.			(63) (64) Admin.			(65) Mtls.		(66) (67) (68) (69) (70) (71) (72) (73) (74) Child									
	✓	2	3	4	5	✓	✓	8	9	10	11	✓	13	14	15	16	17	18

ID Number 999999915

DORSEY, DIANE
Last Name First Name

AFTER TEST MONITOR HELPED HER THREE TIMES, DIANE CONTINUED TO LOSE HER PLACE AND WAS UNABLE TO KEEP UP WITH THE CLASS. READING SECTION.

Environment Conditions--Problem Codes

Code 2: Problems with Testing Area--This code refers to the physical environment of testing. It does not refer to persons who may affect the environment.

Code 3: Classroom or Child Disrupted During Testing--This code refers to persons who may affect the testing environment.

Administration--Problem Codes

Code 5: Problems in Test Administration--Refers to problems caused by the children's inability to hear or understand the Test Administrator.

Code 6: Refers to errors in testing procedure made by the Test Administrator which reduced the testing group's ability to take the test and demonstrate their knowledge of the subject matter.

Materials--Problem Code

Code 8: This code refers to printing errors in test booklets.

Child Performance--Problem Codes

Code 10: This code should only be used in relation to timed tests. It refers to situations where child started the test before the Test Administrator indicated he should begin and/or finished after the Test Administrator indicated the child should stop. This code should not be used to indicate random markings. Random markings should not be recorded in the Tester's Log.

Code 11: This code indicates that the child's booklet shows more than three instances in a given section where two responses were given for one item.

Code 12: This code indicates that a child was observed to be working either ahead or behind the class. It also applies to cases where the child has lost his place. If such observations are noted more than three times in any one test section, this code should be marked in the Tester's Log.

Code 13: This code refers only to children who are bilingual.

Code 14: This code should only be used in instances where the child's behavior affected his or the testing group's ability to work on the test.

Code 15: This code should be used if a child has been observed borrowing answers or receiving help from another child more than three times.

Code 16: The test monitor is required to encourage children who refuse to respond or continue three times during each section of each sitting. If, after the child has been encouraged three times, he stops working again, this code should be checked.

Code 17: If a child had to leave the room, and consequently missed part of the test or was unable to perform on the test for some physical reason, this code should be checked.

Code 18: This box should never be checked unless a school official has vouched for the fact that by the school district's criteria, the child is described as a "special education" child.

Describing Behavior in the Log

An entry regarding the behavior of the test team and testing group must be made each day of each test sitting.

Log entries are made for individual children when their environment and/or behavior in a group testing situation differs from that of the group and when the child is taking a make-up test. In the case of individual entries during group testing, the child's behavior must differ in ways that impair the child's ability to take the test and demonstrate his knowledge of the subject matter. In both instances, an entry is made for the child in which a code is checked in each category (Environment, Administration, Materials, Child Performance) to describe the child's testing environment.

On certain days of testing more than one section of the MAT test is administered. If a child is removed from or leaves the testing situation for any reason, even though he may subsequently return to work on the test, it is important to note in the Log which MAT subtest is affected, why the child was not present, and how long the child was not present.

The following is a list of test sittings in which more than one MAT subtest is administered

Grade Level	Test Sittings	Tests Administered
2nd	1	Word Knowledge Word Analysis
	2	Reading: Part A Reading: Part B
	3	Spelling Math Computation
3rd	1	Word Knowledge Reading
	2	Language: Part A Language: Part B

Record of Tests Not Taken

The first page of the Log should be used for listing any children scheduled for testing who did not receive any section of the Metropolitan Achievement Test. This means that the child was never brought into a room by the test team for the purpose of test administration. Only children who have missed all five sittings of the test should be listed on this record. The reason for the child's failure to take the tests (absent, transferred out of class, etc.) must also be recorded.

Classroom Instruction (CLS INST) (Follow Through children only)

This space should be completed for Follow Through classes only. It should be checked to indicate that the child is in a class designated as a Follow Through class.

Lunch, Snacks, Dinner, Medical, Dental (FT and NFT children)

These spaces should be used for Follow Through and Non-Follow Through children. The spaces should be checked for Follow Through children if the service is available to the child as a part of the Follow Through program. In the case of Non-Follow Through children, the spaces should be checked if the service is available to the child as a part of a federally funded program.

Medical and dental care refer to any such service performed by a medical or dental professional.

Other, Specify (Follow Through and Non-Follow Through children)

Any other service funded by the Follow Through program, available to a Follow Through child should be recorded here. In the case of Non-Follow Through children, any other federally funded service available to the child should be recorded here.

Days Absent

The number of days each child has been absent from school since the beginning of the school year should be recorded. If the child entered the school after the school registration date, the absence record should include all the time the child was registered in the present school. If records are available from the old school, earlier absence data may be added and the words "whole year" printed above the data.

IX ATTENDANCE AND ATTRITION

Collecting Attendance and Attrition Data

Attendance and attrition data is collected by Supervising Testers and Site Coordinators. The data must be collected only on those children who were tested by SRI this Spring.

The data is collected on the Testing Source Roster. (See page 47.) This is the same roster that was used to obtain labels for test booklets. Some data are collected during the testing period, other data is collected after testing has been completed.

Data Collected During the Testing Period

The following data should have been collected on each tested child during testing:

(1) Any corrections in pre-printed demographic data (name, birthdate, sex etc.) except eligibility for services.

(2) Eligibility for All Services (Elig All) - This data is preprinted and represents data collected at an earlier time. These data were collected for Follow Through children only and is verified after testing has been completed.

(3) Date a child scheduled for testing entered or left the classroom. No record need be kept on movement of children not scheduled for testing or on movements of children scheduled for testing after testing is over.

Data Collected After Testing Is Completed

The following data must be collected on the children actually tested by the SRI Test Team.

Availability of Services

SRI seeks to collect information on the availability of certain free services to children who have been tested.

X EDITING, PACKING, AND SHIPPING

Checking Data Collection Materials

SRI Follow Through evaluation data collection will take place in nearly 80 sites around the United States. SRI Field Operations has designed procedures and forms to help maintain a consistent manner of data collection in all data collection sites. It is the responsibility of each member of the test team to check materials before beginning work to make sure they are correct and in order and to review completed work to make certain it has been done in the manner described in this manual.

The following listings describe checks that should be made on testing materials.

Test Cartons

(1) The Site Coordinator should check the test cartons to make certain that a sufficient number are available for testing.

(2) The test team must check the contents of each carton to see that each contains the correct materials in the correct amounts.

(3) In assembling materials for testing, it is important to keep test booklets in the test carton. Booklets borrowed or loaned should be duly recorded on the Test Carton Packing and Inventory List by the test team. (See Exhibit 4.)

(4) Test Carton serial numbers are recorded by the SC and ST. (See Exhibits 14 and 26.) The name of the teacher or teachers whose children's booklets are in the test carton should be marked in large letters on the outside of the box.

Test Booklets

(1) Test Booklets should be checked by the test team during local training for such things as misprints and missing pages.

(2) An identification label should be placed on each booklet for each child. The labels needed are available from the Testing Source Roster.

(3) Test Booklets should be checked by the test monitors after every test sitting.

(4) Test Booklets for a given testing group should be kept together during testing and returned to SRI in the same test carton.

(5) During testing, the Site Coordinator should select booklets at random, and check to see that they are labeled.

Testing Source Rosters

(1) The Site Coordinator should make certain that a Testing Source Roster has been provided for each class in which children are scheduled for testing.

(2) The Supervising Tester should make certain that all children scheduled for testing are listed on the appropriate Testing Source Roster.

(3) Errors in child data on the Testing Source Roster should be reported to the Site Coordinator by the Supervising Tester before correcting them on the roster.

(4) During testing, the Site Coordinator should select Testing Source Rosters, at random to see that all asterisked children have been tested. (See Exhibit 1.)

(5) Supervising Testers should inform the Site Coordinator of any children added or deleted from the Testing Source Roster.

Classroom Testing Worksheet

(1) During testing, the test team should record test sittings daily on the Worksheet.

(2) After testing of a class or group has been completed, the team should check the Worksheets against the test booklets to make sure that all test sittings have been recorded.

(3) The test team should make certain that Worksheets show the names of all teachers whose classes are in a testing group

and indicate which children belong with which teacher. (See Exhibit 6.)

(4) The Site Coordinator should spot check the Worksheets of each team to see that entries are properly made.

Tester's Logs

(1) The test team should be sure to complete a Tester's Log for every testing group.

(2) During testing, the team should be certain that a code has been marked for each problem category, for each testing group or individual child entry. (See page 98.)

(3) The Site Coordinator should select Tester's Logs at random and check them against test booklets to see if certain problems, such as multiple markings or a child refusing to continue, have been properly logged. The Site Coordinator should also note whether log coding is being done properly.

Attendance and Attrition Data Collection

(1) The Site Coordinator should make certain that classroom instruction is checked.

(2) The Site Coordinator should make certain that attendance and attrition data are collected only for children who were tested.

Personnel Quality Control

The Site Coordinator is responsible for maintaining a level of quality performance among all on-site test personnel. The Site Coordinator must teach correct procedures and see that those procedures are followed.

In working with Supervising Testers, the Site Coordinator should:

(1) Observe the Supervising Testers at Regional Training to see that they have learned test procedures.

(2) Observe the Supervising Testers at local training to see how they relate to their team members.

(3) Observe the Supervising Tester the first week of testing to see that SRI testing procedure is being followed.

(4) Observe the Supervising Tester at least once a week thereafter until the end of testing to see that proper procedures are used throughout the testing cycle.

(5) Talk to the Supervising Tester each day to keep abreast of problems and possible schedule changes.

(6) Check testing materials at random to make certain forms are being completed properly and at the right time.

(7) Stay in touch with the Follow Through Director and principals to remain aware of possible problem situations and to avert problems, if possible.

In working with Test Assistants, both the Site Coordinator and Supervising Tester should:

(1) Observe the Test Assistants at local training to see if they have learned procedures.

(2) Observe the Test Assistants during test administration.

(3) Make every effort to keep the lines of communication open with the Test Assistants. Team problems should be discussed among team members and the Site Coordinator only.

Packing and Shipping SRI Materials

All materials distributed by SRI for testing must be shipped to SRI no later than one week after all testing has been completed.

The packing of the materials is the responsibility of the Supervising Tester and Site Coordinator. The shipping of the materials is the responsibility of the Site Coordinator.

Packing Test Cartons

When the test team has completed the testing of the classes or testing groups whose booklets are in a single carton, they should pack the carton, but not seal it. The team should check the Test Carton Packing Instructions shown below and make certain the carton is packed EXACTLY in the order shown. (See Exhibit 32.) DO NOT Return Testing Source Rosters in Test Cartons.

This means that the following items should be packed in the carton, listing from the bottom of the carton to the top:

(1) Unlabeled, unused test booklets.

(2) Labeled test booklets not used by the child.

(3) Test booklets used by the child, grouped in the order in which the children's names appear on the Testing Source Roster.

(4) Tester's Log.

(5) Classroom Testing Worksheet.

(6) Test Carton Packing and Inventory List, showing number of booklets unlabeled and unused, labeled and not used, labeled and used.

(7) Test Team Assignment Sheet.

When the Site Coordinator receives the test carton from the Supervising Tester, the serial number of the test cartons should be checked against those on the Test Record in the Site Coordinator Journal. (See Exhibit 26.)

The Site Coordinator should check the contents of the carton in those areas described under quality control. The carton should also be checked for correct order in packing. The Site Coordinator should make certain that all forms are in the carton, especially in cases where children from different classes have been grouped for testing.

Packing Other Test Materials

In addition to the test cartons, the Site Coordinator should return the following materials to SRI:

(1) Site Coordinator Attache Case (includes red binder, manual, and extra forms).

(2) Test Team Work Kit (includes red binder, manual, and extra forms).

(3) Test Assistants' Training Binders (blue binders).

(4) Extra Test Cartons.

(5) Site Coordinator Journal.

All materials may be returned to SRI in their original shipping boxes. If the original boxes cannot be used, replacement boxes must be provided by the Site Coordinator.

Packing the Site Coordinator Journal

The Site Coordinator Journal should be mailed to SRI Field Operations Office, in the envelope provided, no later than one week after all testing and rostering is completed on the site. A final check should be made to assure that all sections have been completed. The following items should be returned to the Site Coordinator Journal:

(1) All shipping receipts

(2) 1975-1976 school year calendar, if available

(3) School district directory

(4) Local Training Attendance Record

(5) Test Record (white copy). The yellow copy should be mailed to Ben Samson immediately after testing is completed.

Shipping Test Materials

SRI test materials should be shipped by truck. The Site Coordinator will be provided with the name of the trucking firm to be used. Each test carton should be insured for $50.

The number of test cartons shipped should be recorded in the Site Coordinator Journal.

All materials except the Site Coordinator Journal and ST Handbook should be shipped COLLECT to:

FOLLOW THROUGH EVALUATION
Building 309-B
Attention: Ben Samson (Extension 3118)
STANFORD RESEARCH INSTITUTE
333 Ravenswood Avenue
Menlo Park, CALIFORNIA 94025

When the testing materials are picked up by the freight line, the SC should ask for a shipping number or route and tell the freight company to bill SRI. The SC should then call the Field Operations Office and report the date the materials were picked up by the freight line and confirm the name of the freight company.

Shipping the Supervising Tester's Handbook

The Supervising Tester is responsible for returning the Supervising Tester Handbook, in the envelope provided, to the SRI Field Operations Office. The Handbook should be mailed no later than one week after the Supervising Tester has completed all his work on site.

XI EMPLOYMENT AND PAY PROCEDURES

Responsibility for Hiring

The SRI Field Supervisor is responsible for the hiring, training, and supervision of personnel on sites assigned to him. The Field Supervisor hires the Site Coordinator. He may delegate the screening and recruiting of Supervising Testers to the Site Coordinator.

In screening candidates, Site Coordinators look for good clerical skills, the ability to read aloud, work with children, and supervise small groups of adults. They will also inquire about the candidate's education and SRI experience. The Site Coordinator presents names of qualified persons to the Field Supervisor who will then select and hire.

The Hiring Process

The Field Supervisor will review, with the applicant, the qualifications necessary for the job, the training requirements, and the job description.

Information Needed from Applicants

An individual considered for employment as a member of the temporary data collection staff must give the Field Supervisor the following information:

Full name

Street address

City, state, and zip code

Social Security number

Telephone number

Degrees earned

SRI Follow Through experience as a Supervising Tester or Site Coordinator

Hiring Forms

On-Site personnel will be paid through Olsten Services, a nationwide temporary work agency. This means that such personnel are employed by Olsten to work for SRI.

After a hiring decision has been made the following forms are sent to the applicant from SRI:

- A letter stating that the applicant has been hired and confirming salary.
- A Confidential Information Sheet.
- A W-4 withholding tax form.
- A Protection of Confidentiality form.

The applicant must complete the Confidential Information Sheet, the W-4 Form, and the Protection of Confidentiality form and return them to SRI. The Confidential Information Sheet and the W-4 Form are then forwarded to Olsten Services. This is very important. No invoices can be processed or paid until these completed forms have been received by Olsten Services. The hiring process is not complete until these forms are returned.

Salary and Expenses

Salaries are paid on an hourly basis. They are determined by the wage rates in the region, the applicant's education, and the applicant's SRI experience as a Supervising Tester or Site Coordinator.

Salary and reimbursement for expenses is made on the basis of invoices prepared by the Supervising Tester and verified by the Site Coordinator. The Site Coordinator should not sign invoices that cannot be verified but should discuss the matter with the Field Supervisor. Site Coordinator invoices are verified by the Field Supervisor.

Local Travel Expenses

There is no reimbursement for travel between home and school for normal commuting distances. All distances of 29 miles or less one way are considered normal commuting distances. Reimbursement will be made for automobile travel to school at 12¢ per mile only if the distance traveled is 30 miles or more one way.

If travel between schools or offices is required in the performance of tasks for SRI, reimbursement for this travel will be made at the rate of 12¢ per mile.

Telephone Calls

All calls to SRI must be made station-to-station COLLECT. Phone calls to persons on SRI business are reimbursable. For calls over $1.00, the location and name of the person called must be shown on the invoice.

Miscellaneous

Purchases of services (for example, a baby sitter) or materials (for example, a brief case) for personal convenience are not considered legitimate expenses and reimbursement will not be made for them. Reimbursement will be made for items such as postage for mail to SRI.

Advances

Advances are payments made to employees before a completed invoice is received. Advances will be made only for meals, tips, and valet before a regional training session or national Site Coordinator meeting.

A Word of Caution

The Site Coordinator must consult the Field Supervisor for advance written approval of any deviations from these guidelines. Personnel who fail to secure such permission may be liable for payment of these expenses. If the Field Supervisor cannot be reached, a COLLECT station-to-station call should be made to the Follow Through Field Operations office at SRI, 415/326-6200, Ext. 3003.

The Site Coordinator is responsible for seeing that only allowable expenses and hours actually worked are recorded on the invoice. Supervising Testers must check with the Site Coordinator to be certain that expenses and hours are allowable.

Salary Payment Process

Salaries and reimbursable expenses are paid on the basis of SRI invoices completed by the Supervising Tester and verified by the Site Coordinator. The Site Coordinator's invoice must be approved by the SRI Field Supervisor. Entries in the Daily Log (see page 27) describing daily activities must be considered as part of the verification process.

Invoice forms are available from the Site Coordinator. One invoice should be filled out for each calendar week. If work is done on one day in each of two calendar weeks, two invoices must be completed.

Invoices should be mailed to SRI each week. They will be processed at SRI before forwarding to Olsten Temporary Services for payment. IT TAKES ABOUT THREE WEEKS FROM THE DATE AN INVOICE IS MAILED TO SRI FOR PAYMENT TO BE RECEIVED.

Invoices will not be paid for persons:

- Whose Confidential Information Sheet and W-4 Form are not on file with Olsten Services.
- Whose invoices have not been verified by the Site Coordinator or Field Supervisor.

All invoices should be mailed directly to:

Follow Through Evaluation
Field Operations, Midl 183
STANFORD RESEARCH INSTITUTE
333 Ravenswood Avenue
Menlo Park, California 94025

Inquiries About Pay Procedures

Questions concerning invoices should be directed to Field Operations at the above address or a station-to-station COLLECT call should be placed to SRI at 415/326-6200, Ext. 3063. Invoices are filed by date. Inquiries about an invoice should reference the time period covered.

Follow Through Evaluation Invoice for Services

The Follow Through Evaluation Invoice for Services is a four-copy form used to record activities and explain reimbursable expenses incurred in the performance of tasks assigned by SRI. One invoice should be

completed for each calendar week in which salary or reimbursable expenses are incurred. Receipts for any expenses paid by SRI should always be attached to the invoice (e.g., airline tickets).

Distribution of Copies

The first three copies of the invoice should be returned to SRI. The fourth copy (pink) should be retained as a tax record.

Completing the Invoice

The following information must be printed clearly on each invoice submitted to SRI:

Name--The full name should be printed out. Married women are asked to use their given names (e.g., Mary Smith, not Mrs. John Smith).

Street, City, State, Zip--Current address, including apartment number and zip code should be printed. If several invoices are sent at one time, the complete address, including city and state, must appear on each one.

Check If New Address--Pay checks are sent to the address shown on the Confidential Information Sheet. If the address shown on the invoice differs from that on the Confidential Information Sheet and checks must be sent to the new address, this box must be checked. SRI should be notified immediately of a change of address.

Record Activities for One Calendar Week

Date--Only one day is to be recorded in each box. It is incorrect to write "5/21/74 through 5/25/74 = 16 hours." The invoice will be returned unless each day is listed separately. USE ONE INVOICE FOR EACH CALENDAR WEEK.

City--The city or town in which data collection or training is taking place must be written in the small box immediately below each date.

School or Work Location--The name of the school or work location should be printed here.

Task Description--Each day's activities must be explained using the descriptive codes shown below. USE ONLY THE FOLLOWING CODES:

MT (Meeting) Any meeting attended by the Site Coordinator or the Supervising Tester that pertains to matters related to data collection. All such meetings must be recorded in the Daily Log. The Site Coordinator should make the Field Supervisor aware of regularly planned staff meetings and gain his approval for such meetings.

TS (Test Supervision) Observation of testing personnel and the completion of forms (i.e., Test Assistant Attendance Record) involving site personnel. Random sampling of test team forms by the Site Coordinator to check the quality of the work is Editing.

ED (Editing) Review of any SRI forms or materials that have already been completed for accuracy and completeness.

RG (Regional Training) This refers only to the four day session conducted by SRI. The number of hours which may be charged to this code are stipulated during training session. No other hours may be charged.

LT (Local Training) This refers only to the four day training session prescribed by SRI. Any other training time must have the written authorization of the Field Supervisor and should be listed under "Other."

CL (Clerical Support of Testing) Completing the following forms at any time except during local training.

- Classroom Testing Worksheet
- Follow Through Director's Information Sheet
- School Testing Information Sheet
- School District Personnel
- SRI Test Staff

- Supervising Tester's Planning Sheet
- Teacher Information Sheet
- Test Carton Packing and Inventory Sheet
- Test Record
- Test Team Assignment Sheet.

Preparation for testing as described on pages 78 79. Discussion and completion of the Tester's Log after testing is finished.

TA (Test Administration) The time the Supervising Tester spends in the classroom on a testing day.

PS (Packing and Shipping) Those activities related to packing test cartons for shipment to SRI include those described in page 112 of this manual.

AA (Attendance and Attrition Rostering) Time spent in correcting or collecting data for Attendance and Attrition.

Other Any activity not covered by the above codes but authorized by the Field Supervisor.

It should be noted that on a given day, in which the Site Coordinator or Supervising Tester administers tests, the invoice entry should show time coded for TA (test administration). CL (clerical support of testing) and ED (review of materials to check for accuracy).

RECORD ACTIVITIES FOR ONE CALENDAR WEEK

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
DATE	/ /	4 22 75	4 23 75	4 24 75	4 25 75	4 26 75	/ /
CITY		Fayette	Fayette	Fayette	Fayette	Fayette	
SCHOOL OR WORK LOCATION		Adams 1st	Adams 1st	Adams 1st	Adams 1st	Adams 1st FTD off.	
TASK DESCRIPTION (See Note 1 on reverse)		TA CL ED	TA CL ED	TA CL ED	TA CL ED	TA ED AM	
NO. OF HOURS (no more than 8 hrs/day 40 hrs/wk)		2 2 1	2 3 1	2 1 1	2 3 1	2 1 1	

No. of Hours--Not more than a total of 8 hours per day or more than 40 hours per calendar week may be claimed. When more than one task is performed in a day, hours recorded must be shown by task. The number of hours per day must be shown for each day. They cannot be shown as one total (4/15/74 through 4/19/74 = 16 hours).

Explanation of Allowable Expenses

(1) Travel

(a) Car at 12¢ per mile--Expense for travel between schools or offices required in the performance of tasks for SRI should be shown for each day. There is no reimbursement for travel between home and the work site unless the distance is 30 miles or more one way. Distances of 29 miles or less are not reimbursable expenses. For reimbursement, expenses must be itemized on Attachment A (see Exhibit).

(b) Taxi--Except for airport connections for regional training and national Site Coordinator meetings, taxi service may be used only with the written permission of the Field Supervisor. When taxis are used, the date, locations and cost (including tip) must be shown in the box marked "Taxi" in the lefthand corner of the form. Where possible, personnel from one project are expected to share taxis.

(c) Other--SRI arranges for transportation to and from national Site Coordinator meetings and regional training sessions when these meetings are beyond commuting distances. If a trainee wishes to drive a personal car to the meeting, SRI will reimburse the trainee at a rate of 12¢ per mile for distances of 30 miles or more one way, or the cost of a tourist air ticket, whichever is less.

(2) Meals, Tips, Laundry, Valet--Except at regional training and national site coordinator meetings, these expenses are not reimbursable. Meals, tips, laundry and valet will be reimbursed at the rate of $12.50 a day to trainees attending sessions beyond commuting distance. Reimbursement will be on the basis of the time SRI has scheduled arrival at the airport (but no earlier). On departure day, reimbursement will be on the basis of the time SRI has scheduled departure from the airport (but no later).

(3) Telephone--All calls to SRI must be made COLLECT. Calls made to other places as a part of the work done for SRI can be reimbursed. The cost of calls for each day should be shown here. An itemized listing of dates, persons called, their locations and the amount of each call must be recorded in the box marked "Telephone" in the righthand corner of the invoice.

(4) Miscellaneous--Reimbursable expenses that do not fit in the categories described above must be shown for each day in these boxes. Any item in the category must be approved by the Field Supervisor. Such items as postage, extra Scotch Tape or envelopes for returning SRI forms should be recorded here. These items must be explained in the Remarks section at the bottom of the invoice.

Remarks--This section should be used to explain miscellaneous expenses. Any receipts that are attached to the invoice should be noted here.

When the expenses and hours have been fully recorded, the section at the top right of the invoice should be completed as follows:

For Period--Record the dates covered by the invoice. These dates are used to identify each invoice. They should only include one calendar week. For instance, if you work on Friday, May 9 and Monday, May 11, these days must be entered on two separate invoices since they do not fall in the same calendar week.

____ hrs. ____ per hr.--The number of hours worked during the calendar week indicated on the invoice and the hourly rate should be shown here.

Total Salary--To find this figure, multiply the number of hours by the hourly wage.

Expenses--This amount should be the total of reimbursable expenses shown in Columns 1, 2, 3, and 4.

Total Salary plus Expenses--To find this figure, add the total salary for this invoice to the reimbursable expenses for this invoice.

Less Advance--The amount of any advance that has been received and has not been subtracted from a previous invoice should be entered here.

Total--To find this figure, subtract the "Advance" amount from the "Total Salary plus Expenses" for this invoice.

Submitted by--All invoices must be signed and dated by the person who is to be paid.

CLASSROOM ROSTERS

EXHIBIT 1

FOR OFFICE USE ONLY

CLASSROOM ROSTER AND RELATED INFORMATION FORM B

SRI FOLLOW THROUGH EVALUATION **1** 1-12

DATE 1/22/75 PROJECT CODE NO. 99.99

TEACHER(S) NAMES
1) MRS. JOAN DAVIS
2)
3)
4)
5)

PLEASE CHECK CLASSROOM GRADE LEVEL
KINDERGARTEN ☐ SECOND ☐
FIRST (with no K) ☐ THIRD ☒
FIRST (with K) ☐ COMBINATION ☐*
UNGRADED ☐*

TYPE OF CLASS: FOLLOW THROUGH ☒ NON-FOLLOW THROUGH ☐

TIME CLASS MEETS: AM ☐ PM ☐ All Day ☒

GRADE LEVEL CODES FOR COMBINATION OR UNGRADED CLASSES
* For combination or ungraded classes, place appropriate grade level code in the column provided to the left of each child's name.
KINDERGARTEN = 1
FIRST (with no K) = 2
FIRST (with K) = 3
SECOND GRADE = 4
THIRD GRADE = 5

If a Follow Through class, at what level did F.T. start for most children in this class? X F

SCHOOL ADAMS BRUGMON 2 SCHOOL ROOM NO.

Has the school been renamed since the last SRI data collection? Yes ____ No X

If yes, indicate the prior school name

ADDRESS 99 ELM STREET

CITY FAYETTE STATE CALIF ZIP 95123

PRINCIPAL DR. JOHN HOWARD

SCHOOL DISTRICT WEST ORANGE

COMPLETED BY YOUR NAME

REMARKS CONCERNING THE COMPLETION OF THIS ROSTER
NO EQUIVALENT PROGRAM TO HEADSTART ON SITE.

SCHOOL REGISTRATION DATE 8/28/74

SCHOOL CLOSING DATE 6/5/75

OMB # 051R 0941 Expires July 31, 1976

FOR OFFICE USE ONLY	Code Combination or Ungraded Classes	Tracking Code		(Print Child's Name) Last	First	Middle Initial	Birthdate Mo.	Day	Yr.	Sex M	F	Race and Ethnic Group Membership (Check One) American Indian	Negro or Black	Oriental	Spanish Surname: Mexican American	Puerto Rican	Other	Caucasian or White	Other (Specify)	Language Spoken in Home: First Language	Second Language	Head Start and/or Follow Through Experience: No. of Months Head Start	No. of Months Equivalent	No. of Months Follow Through Before Sept. 1974	Is Child Eligible for All Follow Through Services? Yes	No	Full Name and Address of Parent or Person with Whom Child Lives: Full Name	ADDRESS House No. Street	Apt. No.	City
			9-10	17-31			33-34			35		40-1	2	3	4	5	6	7	8	41	42	43-44	45-46	47-48	49-1	49-2					
			01	ASHE, CHARLES			07	14	65	M														(27)			IRMA ASHE	77 FOREST RD		FAYETTE
			02	BAEZ, PEDRO			02	12	65	M														(27)			JUANITA BAEZ	322 COURT ST.		FAYETTE
			03	EVANS, ANN			07	05	65	F														(27)						
			04	GARCIA, NANCY			02	03	65	F														(27)			LUPE GARCIA	622 OAK AVE	301	FAYETTE
			05	GOURLEY, CHARLES			07	19	65	M														(27)			JANET GOURLEY	25 W. 7TH STREET		FAYETTE
			06	HOWARD, JOHN			07	19	65	M														(20)						
			07	IMMANNAL, IRMA			10	01	65	F														(27)			ELSIE STEINBERG	717 VOLTAIRE AVE		FAYETTE
			08	KLINSTUDE, IVAN			09	06	65	M														(18)						
			09																												
			10																												
			11																												
			12																												

White Copy: Follow Through Director Pink Copy: Data Bank Canary Copy: Field Operations

Form 1976

112

133

EXHIBIT 2

ASHE	CHARLES
QEDX3M24	9999999901*

ASHE	CHARLES
QEDX3M24	9999999901*

ASHE	CHARLES
QEDX3M24	9999999901*

ASHE	CHARLES
QEDX3M24	9999999901*

BAEZ	PEDRO
QEDX49P3	9999999902*

BAEZ	PEDRO
QEDX49P3	9999999902*

BAEZ	PEDRO
QEDX49P3	9999999902*

BAEZ	PEDRO
QEDX49P3	9999999902*

EVANS	ANN
QED3MD8Y	9999999903*

EVANS	ANN
QED3MD8Y	9999999903*

EVANS	ANN
QED3MD8Y	9999999903*

EVANS	ANN
QED3MD8Y	9999999903*

GARCIA	NANCY
QED8EW34	9999999904*

GARCIA	NANCY
QED8EW34	9999999904*

GARCIA	NANCY
QED8EW34	9999999904*

GARCIA	NANCY
QED8EW34	9999999904*

GOURLEY	CHARLES
QED72M38	9999999905*

GOURLEY	CHARLES
QED72M38	9999999905*

GOURLEY	CHARLES
QED72M38	9999999905*

GOURLEY	CHARLES
QED72M38	9999999905*

HOWARD	JOHN
QEDX2M3R	9999999906

HOWARD	JOHN
QEDX2M3R	9999999906

HOWARD	JOHN
QEDX2M3R	9999999906

HOWARD	JOHN
QEDX2M3R	9999999906

IMMANUAL	IRMA
QED9M624	9999999907*

IMMANUAL	IRMA
QED9M624	9999999907*

IMMANUAL	IRMA
QED9M624	9999999907*

IMMANUAL	IRMA
QED9M624	9999999907*

QED3NR87	9999999908

QED3NR87	9999999908

QED3NR87	9999999908

QED3NR87	9999999908

SRI TESTING SOURCE ROSTER PAGE 1

99 EASTERN UNION COMBINE OMB # 051R 0941
99 FAYETTE EXPIRES: 07/31/76
99 ADAMS SCHOOL DATES (08/28/74 - 06/05/75)
99 GRADE-3RD FT MRS JOAN DAVIS

:ID: UNIQUE ID :	CHILDS NAME	:BIRTHDATE:SEX:ETHNC:1ST:HS:EQ:FT:TGT: :MO/DA/YR : :GROUP:LNG:MO:MO:MO:CHD:
:01:QEDX3M24:	ASHE CHARLES	:07/14/65 : M : BK :EN :09:NA:27: * :
SERVICES:ELIG ALL=YES :CLS INST__:LUNCH__:MED/DENT__:OTH__: TESTED__		
DATE ENTERED__/__/__ DATE LEFT__/__/__ DAYS ABSENT__		
:02:QEDX49P3:	BAEZ PEDRO	:02/12/65 : M : MA :EN :09:NA:27: * :
SERVICES:ELIG ALL=YES :CLS INST__:LUNCH__:MED/DENT__:OTH__: TESTED__		
DATE ENTERED__/__/__ DATE LEFT__/__/__ DAYS ABSENT__		
:03:QED3MD8Y:	EVANS ANN	:07/05/65 : F : BK :EN :09:NA:27: * :
SERVICES:ELIG ALL=YES :CLS INST__:LUNCH__:MED/DENT__:OTH__: TESTED__		
DATE ENTERED__/__/__ DATE LEFT__/__/__ DAYS ABSENT__		
:04:QED8EW34:	GARCIA NANCY	:02/03/65 : F : MA :EN :09:00:27: * :
SERVICES:ELIG ALL=YES :CLS INST__:LUNCH__:MED/DENT__:OTH__: TESTED__		
DATE ENTERED__/__/__ DATE LEFT__/__/__ DAYS ABSENT__		
:05:QED72M38:	GOURLEY CHARLES	:07/19/65 : M : CA :EN :09:00:27: * :
SERVICES:ELIG ALL=YES :CLS INST__:LUNCH__:MED/DENT__:OTH__: TESTED__		
DATE ENTERED__/__/__ DATE LEFT__/__/__ DAYS ABSENT__		
:06:QEDX2M3R:	HOWARD JOHN	:07/19/65 : M : CA :EN :09:00:20: :
SERVICES:ELIG ALL=YES :CLS INST__:LUNCH__:MED/DENT__:OTH__: TESTED__		
DATE ENTERED__/__/__ DATE LEFT__/__/__ DAYS ABSENT__		
:07:QED9M624:	IMMANUAL IRMA	:10/01/65 : F : MA :SP :04:00:27: * :
SERVICES:ELIG ALL=YES :CLS INST__:LUNCH__:MED/DENT__:OTH__: TESTED__		
DATE ENTERED__/__/__ DATE LEFT__/__/__ DAYS ABSENT__		
:08:QED3NR87:		:09/06/65 : M : BK :EN :09:00:18: :
SERVICES:ELIG ALL=YES :CLS INST__:LUNCH__:MED/DENT__:OTH__: TESTED__		
DATE ENTERED__/__/__ DATE LEFT__/__/__ DAYS ABSENT__		

TFST TEAM FORMS

EXHIBIT 3

TEST CARTON PACKING AND INVENTORY LIST

FOLLOW THROUGH EVALUATION SPRING 1975

SUPERVISING TESTER KATHY JENKINS PROJECT CODE NO. 99.99 TEST CARTON SERIAL NO. 3792

TEACHER HELEN NOLVECK GRADE 3 SCHOOL ADAMS

Check the contents of this Test Carton against the packing list below. If there are not enough test booklets for the entire class or testing group see your Site Coordinator.

Test Booklets

Grade 2 - MAT Primary II
Grade 3 - MAT Elementary
IAR
Coopersmith
Raven's Matrices

Testing Forms

Tester's Logs
Classroom Testing Worksheets

Shipping Materials

Sealing Tape
Return Labels

RETURN THIS SHEET WITH THE TEST CARTON IN WHICH YOU FOUND IT

EXHIBIT 4

TEST BOOKLET INVENTORY

BOOKLETS PRIMER (ETC.)	NO. RECEIVED	NO. LOANED/ TEST CARTON S/N	NO. BORROWED/ TEST CARTON S/N	NO. LABELED AND NOT USED	NO. USED	NO. EXTRAS	NO. RETURNED IN THIS TEST CARTON
Elementary	30	3/3876		1	23	3	27

RETURN THIS SHEET WITH THE TEST CARTON IN WHICH YOU FOUND IT

EXHIBIT 5

CLASSROOM TESTING WORKSHEET
SECOND GRADE (S)

SRI FOLLOW THROUGH EVALUATION SPRING 1975

- LEGEND:
  - ✓ | (blank) = TEST GIVEN AT SITTING INDICATED
  - A | ✓ = PUPIL ABSENT FROM SCHEDULED SITTING, MAKE-UP TEST GIVEN
  - A | – = PUPIL ABSENT FROM SCHEDULED SITTING, MAKE-UP TEST NOT GIVEN
- MARK COMPLETION STATUS FOR EVERY CHILD AT THE END OF EACH TESTING SESSION

SITE: FAYETTE, CALIF.
SCHOOL: ADAMS
TEACHER: HELEN NOLVECK ROOM NUMBER: 44
A.M. RECESS FROM: 10:00 TO: 10:15 LUNCH PERIOD FROM 12:00 TO: 12:50
P.M. RECESS FROM: 1:45 TO: 2:00
SUPERVISING TESTER: KATHY JENKINS
TEST CARTON SERIAL NO.: 3792

	CHILD'S NAME	MAT SITTING NUMBER DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
1	ASH, CHARLES A	✓	✓	✓	✓	A –
2	BABB, ROY C.	✓	✓	✓	✓	✓
3	BAEZ, PEDRO L.	A ✓	✓	✓	✓	✓
4	BREWER, BETTY C.	✓	A ✓	✓	✓	✓
5	BROCK, KAY R.	✓	✓	✓	✓	✓
6	BROWN, PHILLIP J.	✓	✓	✓	✓	✓
7	COFFEE, KARL M.	✓	✓	✓	✓	✓
8	DORSEY, DIANE B.	✓	✓	✓	✓	✓
9	ENRIQUES, JUAN F.	✓	✓	A –	✓	✓
10	GARCIA, NANCY S.	A ✓	✓	✓	✓	✓
11	GORDON, RUTH J.	✓	✓	✓	✓	✓
12	GOURLEY, CHARLES I.	✓	✓	✓	✓	✓
13	GRAHAM, BETH K.	✓	A ✓	✓	✓	✓
14	JAMES, DONALD H	✓	✓	✓	✓	✓
15	JANKOSKI, ELAINE P.	A –	A –	A –	A –	A –
16	LOFTON, ANDREW A.	✓	✓	✓	✓	A ✓
17	LOM, GEORGE W.	✓	✓	✓	✓	✓
18	MACCARI, PAUL M.	✓	✓	✓	✓	✓
19	McBREATH, MICHAEL	✓	✓	✓	✓	A ✓
20	NEGRAND, RENE C.	✓	✓	✓	✓	✓
21	PACHECO, ROBIN T.	✓	✓	A ✓	✓	✓
22	PERRY, PAULA K.	✓	A ✓	✓	✓	✓
23	POWELL, SETH V.	✓	✓	✓	✓	✓
24	RAYMER, RACHEL	✓	✓	A –	A –	A –
25						
26						
27						
28						
29						
30						
31						
32						
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35						
36						
37						
38						
39						
40						

RETURN THE WHITE COPY IN THE TEST CARTON

117

139

EXHIBIT 5

CLASSROOM TESTING WORKSHEET
THIRD GRADE (T)

EXHIBIT 6

SRI FOLLOW THROUGH EVALUATION SPRING 1975

- *LEGEND:*
  - ☑ ☐ = TEST GIVEN AT SITTING INDICATED
  - A ✓ = PUPIL ABSENT FROM SCHEDULED SITTING, MAKE-UP TEST GIVEN
  - A – = PUPIL ABSENT FROM SCHEDULED SITTING, MAKE-UP TEST NOT GIVEN
- *MARK COMPLETION STATUS FOR EVERY CHILD AT THE END OF EACH TESTING SESSION*

SITE: FAYETTE, CALIF.

SCHOOL: SOUTH ELEMENTARY

TEACHER: L. OLALLA, L. SHUTZ ROOM NUMBER:

A.M. RECESS FROM: 9:15 / 11:15 TO: 9:30 / 11:30

LUNCH PERIOD FROM: 12:00 / 12:15 TO: 12:30 / 12:45

P.M. RECESS FROM: 1:15 / 2:00 TO: 1:30 / 2:15

SUPERVISING TESTER: LAURA PALMER

TEST CARTON SERIAL NO.: 3864

	CHILD'S NAME	DAY 1	DAY 2		DAY 3		DAY 4		DAY 5
		MAT 1	MAT 2	IAR	MAT 3	Coop	MAT 4	Ravens	MAT 5
SHUTZ 1	BABINEAUX, ANDRE F.	✓	✓	✓	✓	A ✓	✓	✓	✓
2	BEAR, SUSAN G.	✓	✓	✓	A ✓	A ✓	✓	✓	✓
3	BELAIRE, PAMELA L.	✓	✓	✓	✓	✓	✓	✓	✓
4	BOOTH, PEGGY M.	✓	✓	✓	A ✓	A ✓	✓	✓	✓
5	CROSS, HELEN G.	✓	A ✓	✓	✓	✓	✓	✓	✓
OLALLA 6	ELAN, EDWARD J.	A –	A –	A –	A –	A –	✓	✓	✓
7	FOXTAIL, DONALD	✓	✓	✓	✓	✓	✓	✓	✓
8	HAUSER, THOMAS W.	✓	✓	✓	✓	✓	✓	✓	✓
9	JONES, ROBERT D.	A ✓	✓	✓	✓	✓	✓	✓	✓
10	RAMIREZ, JUANITA	✓	✓	A ✓	✓	✓	✓	✓	✓
11	SCHMIDT, RONALD	✓	✓	✓	A ✓	A ✓	✓	✓	✓
12	UDOVICH, ROBERT T.	A ✓	✓	✓	✓	✓	✓	✓	✓
13	WILLOW, SALLY	✓	✓	✓	✓	✓	✓	✓	✓
14	WONG, DARLENE R	✓	✓	A ✓	✓	✓	✓	✓	✓
15	YEAGER, NANCY	✓	✓	✓	✓	✓	✓	✓	✓
16									
17									
18									
19									
20									

	CHILD'S NAME	DAY 1	DAY 2		DAY 3		DAY 4		DAY 5
		MAT 1	MAT 2	IAR	MAT 3	Coop	MAT 4	Ravens	MAT 5
21									
22									
23									
24									
25									
26									
27									
28									
29									
30									
31									
32									
33									
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39									
40									

RETURN THE WHITE COPY IN THE TEST CARTON

EXHIBIT 6

TESTER'S LOG
THIRD GRADE

EXHIBIT 7

FOLLOW THROUGH EVALUATION
SRI SPRING 1975

TEACHER NOLVECK, HELEN A. (LAST) (FIRST) (MIDDLE INITIAL)
(LAST) (FIRST) (MIDDLE INITIAL)
(LAST) (FIRST) (MIDDLE INITIAL)
SITE NAME

SCHOOL ADAMS
STATE CALIF.
CLASS MEETS: AM PM ALL DAY

GRADE: (Please check) 3rd ☑ Other

Test Carton Serial No. 3792

Site Coordinator's Name BETTY RAINER
Supervising Tester's Name KATHY JENKINS
Monitor Number 1 (Name) FRANCIS COLLINS
Monitor Number 2 (Name) MARJORY KLEIN
Monitor Number 3 (Name) ROSE TAYLOR

This log is for the group of children shown on the Classroom Testing Worksheet and must always be used with the *same* group of children. The log is to be completed by the Test Administrator. The Supervising Tester is responsible for seeing that this log is properly completed.

CHECK LIST

AFTER EACH TESTING SESSION	AFTER TESTING OF CLASS COMPLETED
☑ Test conditions marked by Test Administrator – starting and ending time entered	☑ Tests taken checked against log and Classroom Testing Worksheet
☑ Proper code checked for *each* problem category	☑ Classroom Testing Worksheet completely filled in – absentees noted by "dash"
☑ Make up test coded in back of log for each child – test administrator and time noted	☑ Record of tests not taken filled in
☑ Test history marked on Classroom Testing Worksheet	☑ Test information transferred to testing roster
	☑ Test carton packing and inventory sheet completed
	☑ Materials checked by Supervising Tester

TO BE RETURNED IN TEST CARTON

EXHIBIT 8

RECORD OF TESTS NOT TAKEN

List the names of children who did *NOT* complete *ANY* section of the MAT. Write one reason why no section was administered. Do not list the child if any section of the MAT was started.

NAME	REASON
1 JANKOSKI, ELAINE	ABSENT FROM SCHOOL 3 WEEKS
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
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16	
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35	

EXHIBIT 9

COMPLETING THE TESTER'S LOG

The numbers in boxes [ ] are code numbers that refer to problems encountered during testing. These problems are grouped under the following categories: (A) Environmental Conditions, (B) Test Administration, (C) Materials, (D) Child Performance, and (E) Test(s) not finished. Check the appropriate code for *each* category. If there were no problems for that category mark the appropriate shaded box (i.e., [1] for Environmental Conditions, [4] for Test Administration, [7] for Materials and [9] for Child Performance). Be sure that each category of problems is considered for each test administration and for each child. Where explanations are required write in the space provided. You may check as many boxes as are appropriate. However if the "no problems" box is checked then the other codes *in that section* must not be checked.

LOG CODES

A. ENVIRONMENTAL CONDITIONS

[1] No problems with testing conditions, no disruptions

[2] Problems with testing area

i.e.: – excessive interference from noise
– not enough space
– poor lighting conditions
– general discomfort

[3] Classroom or child disrupted during testing (explain if severe disruption)

i.e.: – fire drill
– non-test associated person present causing disruption
– child disruption affecting other children
– outside noise

B. ADMINISTRATION

[4] No problems with administering tests

[5] Problems in test administration

i.e.: – tester had to repeat instructions frequently
– tester had to repeat items frequently

[6] Test administrator made procedural errors (explain in detail)

C. MATERIALS

[7] No problems associated with test materials

[8] Problems with test materials

i.e.: – booklet incorrect — pages blank, out of order, or missing
– examiner's booklet or testing materials difficult to handle

D. CHILD PERFORMANCE

[9] No problems with child's behavior, language, or ability to understand directions

[10] Child started ahead or finished late on timed section of test (explain)

[11] Child marked multiple answers more than three times per test section – (explain)

[12] Child lost place or moved ahead of test administrator more than three times per test section – (explain)

[13] Child had difficulty speaking or understanding English

[14] Child or children inattentive, restless or difficult to control

i.e.: – child or group took a long time to settle down
– child bored and did not respond fully
– child too tired to give full attention to test
– child crying

[15] Child borrowed answers or received help from another child (explain if more than three times)

[16] Child would not respond or refused to continue (explain)

[17] Child missed or had difficulty with part of test because of child's physical condition (explain and state which items of test missed)

i.e.: – child was or became ill during testing
– child had distracting injury
– child was without eyeglasses, hearing aid, etc.
– child was color blind
– child had to go to the bathroom

[18] Special education child (use this code only if school authorities state this as fact).

i.e.: – blind
– deaf
– mentally retarded

EXHIBIT 11

METROPOLITAN ACHIEVEMENT TEST

(DAY 1)

KATHY JENKINS
TEST ADMINISTRATOR

4/22/75
DATE

GROUP TEST CONDITIONS

In the space provided below code group test conditions for *each* category. Write in any explanation required. Be sure to log your time.

CATEGORY	(61) Environ.	(62)	(63) Admin.	(64)	(65) Mtls.	(66)	(67)	(68)	(69)	(70)	(71)	(72)	(73)	(74)
TIME	✓ 1	2 3	4 5	✓ 6	✓ 7	✓ 8	9	10	11	12	13	14	15	16	17	18

9:15 Start
9:50 End

POINTED TO WRONG ITEM ON FIRST ROW PAGE 5. HAD TO REPEAT QUESTION. READING SECTION

DESCRIPTION OF INDIVIDUAL CHILD PROBLEMS

In the spaces provided below enter the name and ID number of each child whose problems were different from the group. Code *each* problem category for *each* child. Write in any explanation required.

	(61) Environ.	(62)	(63) Admin.	(64)	(65) Mtls.	(66)	(67)	(68)	(69)	(70)	(71)	(72)	(73)	(74)
	✓ 1	2 3	4 5	✓ 6	✓ 7	8	9	10	11	✓ 12	13	14	15	16	17	18

ID Number 999999915
DORSEY, DIANE
Last Name First Name

AFTER TEST MONITOR HELPED HER THREE TIMES, DIANE CONTINUED TO LOSE HER PLACE AND WAS UNABLE TO KEEP UP WITH THE CLASS. READING SECTION.

	1	✓ 2	3	4	5	✓ 6	✓ 7	8	9	10	11	12	13	14	✓ 15	16	17	18

ID Number 999999921
MACCARI, PAUL
Last Name First Name

PAUL CONSTANTLY BORROWED ANSWERS FROM CHARLES GOURLEY. READING SECTION.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18

ID Number _____
Last Name First Name

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18

ID Number _____
Last Name First Name

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18

ID Number _____
Last Name First Name

EXHIBIT 12

MAKE UP TESTS
(LIST EACH CHILD)

DESCRIPTION OF MAKE-UP TEST CONDITIONS

In the spaces provided below enter the names and ID numbers of all children who received make-up tests. Code each category for each child. Write in any explanations required. Be sure to log time and test section given.

	TIME	TEST OR SUBTEST GIVEN	(61)(62) Environ.			(63)(64) Admin.			(65) Mtls.		(66)(67)(68)(69)(70)(71)(72)(73)(74) Child									
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
4/23/75 Date 9999999902 ID Number BAEZ, PEDRO Last Name, First Name FRANCIS COLLINS Test Administrator	8:20 Start 9:00 End	ELEM. READING SITTING 1		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
4/23/75 Date 9999999990 ID Number GARCIA, NANCY Last Name, First Name FRANCIS COLLINS Test Administrator	8:20 Start 9:00 End	ELEM. READING SITTING 1		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
4/24/75 Date 9999999908 ID Number BREWER, BETTY Last Name, First Name ROSE TAYLOR Test Administrator	8:35 Start 8:50 End	ELEM. SPELLING SITTING 2		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
4/24/75 Date 9999999914 ID Number PERRY, PAULA Last Name, First Name ROSE TAYLOR Test Administrator	8:35 Start 8:50 End	ELEM. SPELLING SITTING 2		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
4/24/75 Date 9999999916 ID Number GRAHAM, BETH Last Name, First Name ROSE TAYLOR Test Administrator	8:35 Start 8:50 End	ELEM SPELLING SITTING 2		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
4/25/75 Date 9999999918 ID Number PACHECO, ROBIN Last Name, First Name KATHY JENKINS Test Administrator	8:30 Start 8:50 End	ELEM. MATH. SITTING 3		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
4/29/75 Date 9999999907 ID Number LOFTON, ANDREW Last Name, First Name FRANCIS COLLINS Test Administrator	8:30 Start 8:55 End	ELEM. MATH. SITTING 3		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
4/29/75 Date 9999999920 ID Number MCBREATH, MICHAEL Last Name, First Name FRANCIS COLLINS Test Administrator	8:30 Start 8:55 End	ELEM MATH. SITTING 3		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18

SUPERVISING TESTER FORMS

EXHIBIT 13

SRI TESTING STAFF

NAME	TITLE	ADDRESS	PHONE
BETTY RAINER	Site Coordinator	19 MORALES STREET	464-6672
2. KATHY JENKINS	Supervising Tester	409 SHERMAN COURT	381-0671
3. LAURA PALMER	Supervising Tester	210 WILTON WAY #21	464-1321
4. JERRY SMITH	Supervising Tester	124 NORTH 5TH ST.	464-2266
5.	Supervising Tester		
6.	Supervising Tester		
7.	Supervising Tester		
8.	Supervising Tester		
9.	Supervising Tester		
10.	Supervising Tester		

SCHOOLS TO BE TESTED — PERSONNEL

NAME OF SCHOOL	FT	NFT	TITLE (Principal, Secty., etc)	SCHOOL ADDRESS	PHONE
ADAMS	✓		DR JAMES BROWN-PRIN	100 ADAMS ST.	369-0401
ADAMS	✓		MRS. MURRAY -V.P.	100 ADAMS ST	369-0401 X 20
ADAMS	✓		MISS SARA COGGS-SEC.	100 ADAMS ST	369-0401
W. ELEMENTARY		✓	MRS. BEA BINET-PRIN	55 M.L. KING ST.	522-9780
W. ELEMENTARY		✓	MR. JOHNSON-V.P.	55 M.L. KING ST	522-9780 X 110
W. ELEMENTARY		✓	MR. TOM SMITH-NURSE	55 M.L. KING ST	522-9780 X 210

EXHIBIT 14

Site: FAYETTE, CALIF ST FIELD RECORD Page: 1 of: 1

NUMBER OF CLASSES TESTED									
Follow Through					Non Follow Through				
C___	C___	1st	2nd	3rd	C___	C___	1st	2nd	3rd
			2	3					

CLASSROOMS TO BE TESTED

School	Teacher (Initials and Last Name)	Grade	FT	NFT	No. of Children To Be Tested	No. of Children Tested	Test Carton Serial No.
ADAMS	H. NOLVECK	2	✓		24	23	3792
ADAMS	M. O'LEARY	2	✓		25	22	3797
ADAMS	H. MARTINEZ	3	✓		27	26	3863
ADAMS	C. HOM	3	✓		25	24	3870
W. ELEMENTARY	L. MARSH	3	✓		27	27	3817

EXHIBIT 15

FOLLOW THROUGH EVALUATION SPRING 1975

SUPERVISING TESTER PLANNING SHEET

1. Teacher HELEN NOLVECK School ADAMS
   Lunch 12:00 - 12:50 Recess 10:00 - 10:15 Am; 1:45 - 2:00PM
   Special Comments Room 44
   CHILDREN GO TO BATHROOM AFTER RECESS.
   WATER FOUNTAIN OUTSIDE FRONT DOOR OF CLASS.
   CHARLES GOURLEY HARD OF HEARING - SHOULD BE SEATED IN FRONT OF CLASS.

2. Teacher MARY O'LEARY School ADAMS
   Lunch 11:00 - 11:50 Recess 9:15 - 9:30 Am; 1:15 - 1:30 Pm
   Special Comments WILL TAKE CHILDREN TO BATHROOM RIGHT BEFORE TESTING.

3. Teacher ALICIA MARTINEZ School ADAMS
   Lunch 12:00 - 12:50 Recess 10:00 - 10:15 Am ; 1:45 - 2:00 pm
   Special Comments Room 5
   FIELD TRIP PLANNED 4/24

4. Teacher CARL HOM School ADAMS
   Lunch 11:00 - 11:50 Recess 9:15 - 9:30 Am 1:15 - 1:30 Pm
   Special Comments

5. Teacher LYNN MARSH School WEST ELEMENTARY
   Lunch 12:00 - 12:40 Recess 10:15 - 10:30 Am
   Special Comments IN BUNGALOW 6
   WATER FOUNTAIN OUTSIDE BUNGALOW

6. Teacher School
   Lunch Recess
   Special Comments

DOES NOT HAVE TO BE RETURNED TO SRI

SUPERVISING TESTER HANDBOOK

EXHIBIT 16

TEST TEAM ASSIGNMENT SHEET

FOLLOW THROUGH EVALUATION
Spring 1975

Site FAYETTE, CALIF.

Administrative Personnel

Follow Through Director:	HARRY SAMPSON	Phone: 626-1315
Site Coordinator:	BETTY RAINER	Phone: 464-6622
SRI Field Supervisor:	JAMES ANDERSON	Phone: 415 326-6200 x3003

Team Members

Title	Name	Address	Phone
S.T.	KATHY JENKINS	409 SHERMAN COURT	381-0671
T.A.	FRANCIS COLLINS	110 NORTH 1ST STREET	382-1102
T.A.	MARJORY KLEIN	16 VENTURA ROAD	482-2121
T.A.	ROSE TAYLOR	89 SOUTH 9TH STREET	321-8692

School and Classroom Assignments

School	FT	NFT	Principal	Phone	Teacher	Grade	Test Dates
ADAMS	✓		DR. JAMES BROWN	369-0401	MS. NOLVECK	1	4/22 - 4/26
ADAMS	✓		↕	↕	MS. OLEARY	1	4/22 - 4/26
ADAMS	✓		↕	↕	MS. MARTINEZ	3	4/29 - 5/3
ADAMS	✓		DR. JAMES BROWN	369-0401	MR. HOM	3	4/29 - 5/3
WEST ELEMENTARY		✓	MRS. BEA BINET	522-9780	MS. MARSH	1	5/6 - 5/10

Schedule

Date	4/22	4/23	4/24	4/25	4/26	4/29	4/30	5/1	5/2	5/3	5/6	5/7	5/8	5/9	5/10
School	ADAMS	←							→	ADAMS	WEST ELEMENT.	←		→	WEST ELEMENT.

Remarks: MEET AT SCHOOL 9:00 AM EACH MORNING
DIRECTIONS TO ADAMS: SOUTH ON ROUTE 66 TO JOHNS AVENUE, LEFT ON ADAMS. GO 1 BLOCK. SCHOOL IS ON LEFT CORNER. 100 ADAMS ST.

DIRECTIONS TO WEST ELEMENTARY - BROADWAY TO WEST BLVD. RIGHT ON WEST BLVD TO M.L. KING ST. LEFT ON M.L. KING, 2 BLOCKS. 55 M.L. KING ST.

TO BE COMPLETED BY SUPERVISING TESTER

White Copy: SUPERVISING TESTER Yellow Copy: TEST ASSISTANT Pink Copy: TEST ASSISTANT Goldenrod Copy: TEST ASSISTANT

EXHIBIT 17

SCHOOL TESTING INFORMATION SHEET

FOLLOW THROUGH EVALUATION
Spring 1975

PRINCIPAL DR. JAMES BROWN SCHOOL ADAMS

SECRETARY MISS SARA COGGS

PROJECTED TESTING DATES: APRIL 22 TO APRIL 26

Administrative Personnel

Follow Through Director	MR. HARRY SAMPSON	Phone	626-1315
SRI Field Supervisor	MR. JAMES ANDERSON	Phone	415 326-6200 x3003
Site Coordinator	MRS. BETTY RAINER	Phone	464-6622

Test Team Personnel

Title	Name	Address	Phone
Supervising Tester	KATHY JENKINS	409 SHERMAN COURT	381-0671
Test Assistant	FRANCIS COLLINS	110 NORTH 1ST STREET	382-1102
Test Assistant	MARJORY KLEIN	16 VENTURA ROAD	482-2121
Test Assistant	ROSE TAYLOR	89 SOUTH 9TH STREET	321-8692

Testing Dates	Teacher	Tests to be Given
4/22 - 4/26	MS. NOLVECK	PRIMARY II M.A.T.
4/22 - 4/26	MS. O'LEARY	PRIMARY II M.A.T.
4/29 - 5/3	MS. MARTINEZ	ELEMENTARY MAT, IAR, RAVEN'S, COOPERSMITH
4/29 - 5/3	MR. HOM	ELEMENTARY MAT, IAR, RAVEN'S, COOPERSMITH

TO BE COMPLETED BY SUPERVISING TESTER AND GIVEN TO THE PRINCIPAL NAMED ABOVE

EXHIBIT 18

SRI FOLLOW THROUGH EVALUATION SPRING 1975

TEACHER INFORMATION SHEET

Dear MS. NOLVECK

ADAMS School

Room 44 Grade 1

As a part of the national evaluation of Follow Through, we will be testing pupils from your class. This evaluation was authorized by the Federal Office of Education and is being conducted by Stanford Research Institute.

The purpose of this study is to evaluate the effectiveness of various planned programs of early childhood education. The evaluation makes no judgements about particular children, teachers or schools.

We plan to test on the following days:

	Day 1	Day 2	Day 3	Day 4	Day 5
Day of Week	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Date	4/22	4/23	4/24	4/25	4/26
Time	9:00 to 10:00	9:00 to 9:45	9:00 to 9:35	9:00 to 9:35	9:00 to 9:35
Test Location	Room 44	Room 44	Room 44	Room 44	Room 44

We will administer the *following* tests:

M.A.T. PRIMARY II

☑ We will test the whole class.

☐ We will not test the whole class. Only the following children will be tested:

	Child's Name
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

	Child's Name
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	

We have tried to plan a schedule that disrupts your class as little as possible. Thank you for allowing us to work with your class.

KATHY JENKINS Supervising Tester

409 SHERMAN COURT Address

381-0671 Phone Number

FRANCIS COLLINS Test Assistant

MARJORY KLEIN Test Assistant

ROSE TAYLOR Test Assistant

White Copy: Teacher Yellow Copy: Supervising Tester

EXHIBIT 19

FOLLOW THROUGH
EVALUATION
SPRING 1975

TEST ASSISTANT ATTENDANCE RECORD

Key: ☑ Present
☐ Absent
☐ Late

	Name	Dates														
		4/22	4/23	4/24	4/25	4/26	4/29	4/30	5/1	5/2	5/3	5/6	5/7	5/8	5/9	5/10
1.	FRANCIS COLLINS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2.	MARJORY KLEIN	✓	✓	✓	✓	L	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3.	ROSE TAYLOR	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	—	✓	✓	✓	✓
4.																
5.																
6.																
7.																
8.																
9.																
10.																

EXHIBIT 20

ATTENDANCE AND ATTRITION ROSTERS

SCHOOL	TEACHER FULL NAME	GRADE	FT	NFT	AM	PM	ALL DAY	TO BE TESTED	NOT TO BE TESTED
ADAMS	HELEN NOLVECK	2	✓				✓	✓	
ADAMS	MARY O'LEARY	2	✓				✓	✓	
ADAMS	ARNOLD LINDBERG	2	✓				✓		✓
ADAMS	OLIVIA TILLANO	2	✓				✓		✓
ADAMS	ALICIA MARTINEZ	3	✓				✓	✓	
ADAMS	CARL HOM	3	✓				✓	✓	
W. ELEMENTARY	LYNN MARSH	3		✓			✓	✓	

COMMENTS ON PROBLEMS ENCOUNTERED IN COLLECTING DATA ON THESE CLASSES:

EXHIBIT 21

DAILY LOG

DATE	COMMENTS
4/22	BEGAN TESTING TODAY. TEST MONITORS STILL HAVING DIFFICULTY WATCHING CHILDREN AND TAKING NOTES. WE DISCUSSED THIS AFTER TESTING SESSION.
4/23	TESTING WENT VERY SMOOTHLY. TEST ASSISTANTS WORKING WELL. BETTY RAINER CALLED TO SAY SHE WILL OBSERVE TOMORROW.
4/24	BETTY OBSERVED THE TEAM TODAY. SHE SAID THAT OUR CLASSROOM RAPPORT WAS VERY GOOD. SHE DID FIND AN ERROR IN THE LOG WHICH WE CORRECTED.
4/25	MARJORY KLEIN MAY LEAVE THE TEAM. SHE HAS BEEN OFFERED A JOB IN THE DISTRICT OFFICE. MRS. NOLVECK ASKED US TO TEST EARLIER TOMORROW BECAUSE OF A SPECIAL ASSEMBLY.
4/26	MEETING WITH FTD AND BETTY TO MAKE PRELIMINARY PLANS FOR ATTENDANCE AND ATTRITION ROSTERING.

SITE COORDINATOR FORMS

EXHIBIT 22

SCHOOL DISTRICT PERSONNEL

NAME	TITLE	ADDRESS	PHONE
MR JORGE TORRES	Superintendent of Schools	214 RIQUEZA ST.	831-5240
2. DR. ELIJAH DAVIS	Director of Testing	214 RIQUEZA ST.	831-5240 x39
3. MR. HARRY SAMPSON	Follow Through Director	310 GRANT AVE.	626-1315
4. MRS. LUPE ENRIQUES	PAC Chairman	433 SOUTH 3RD DR.	968-4388
5. MRS. BETTY RAINER.	Site Coordinator	19 MORALES ST.	464-6622
6. MRS. SALLY WILKOWSKY	SEC. TO SUPT.	214 RIQUEZA ST.	831-5240 x41
7. MR. SOL BARCIANO	DIR. OF FEDERAL	667 DOWN ST.	731-8251
8.	PROGRAMS		
9. MS. MARY OLSEN	DIR. OF PERSONNEL	214 RIQUEZA ST	831-5240 x31
10.			

SCHOOLS TO BE TESTED — PERSONNEL

NAME OF SCHOOL	FT	NFT	TITLE (Principal, Secty., etc)	SCHOOL ADDRESS	PHONE
CENTRAL	✓		MR. GEO. MILLER-PRIN	25 JOHNS AVE	232-1000
CENTRAL	✓		MRS. RAMIREZ, V. PRIN	25 JOHNS AVE	232-1000
CENTRAL	✓		MR. TOM OLSEN-SEC'T.	25 JOHNS AVE	232-1000
ADAMS	✓		DR. JAMES BROWN PRIN	100 ADAMS ST	369-0401
ADAMS	✓		MRS. MURRAY-V.PRIN	100 ADAMS ST	369-0401 x20
ADAMS	✓		MISS SARA COGGS-SEC'T	100 ADAMS ST	369-0401
WEST ELEMENTARY		✓	MRS. BEA BINET-PRIN	55 M.L. KING ST.	522-9780
WEST ELEMENTARY		✓	MR. JOHNSON-V.PRIN	55 M. L. KING ST.	522-9780 x110
WEST ELEMENTARY		✓	MR. TOM SMITH-NURSE	55 M.L KING ST.	522-9780 x110
SOUTH ELEMENTARY		✓	MS. OLA FONTESA-PRIN	800 ALAMEDA	461-3181
SOUTH ELEMENTARY		✓	MR. JOHN LIGHTFOOT V-PRIN	800 ALAMEDA	461-3181

EXHIBIT 23

FIELD STAFF DIRECTORY

TITLE	NAME	SOCIAL SECURITY NUMBER	ADDRESS	PHONE
Supervising Tester	JERRY SMITH	573-02-9647	124 NORTH 5TH ST.	464-2266
Test Assistant	SANDRA JACKSON	522-13-8861	412 SOUTH 6TH ST.	626-4221
Test Assistant	PATRICIA GOMEZ	503-14-1276	214 NORTH 4TH ST.	226-1161
Test Assistant	SUSAN HODDS	511-00-9499	1211 EWING ST.	421-9061

Supervising Tester	KATHY JENKINS	546-66-9777	409 SHERMAN CT.	381-0671
Test Assistant	FRANCIS COLLINS	544-35-7801	110 NORTH 1ST ST.	382-1102
Test Assistant	MARJORY KLEIN	576-84-1234	16 VENTURA ROAD	482-2121
Test Assistant	ROSE TAYLOR	582-22-4408	89 SOUTH 9TH ST.	321-8692

Supervising Tester	LAURA PALMER	522-01-1122	210 WILTON WAY #21	464-1321
Test Assistant	JUDITH RILEY	555-49-6875	425 PARK DRIVE	386-1514
Test Assistant	ANN COLE	545-98-1037	1211 SOUTH 9TH ST	968-4388
Test Assistant	MARGARET RICHARDS	511-77-8061	816 WOODLAND AVE	741-3223
Test Assistant				
Test Assistant				

Supervising Tester				
Test Assistant				
Test Assistant				
Test Assistant				

Supervising Tester				
Test Assistant				
Test Assistant				
Test Assistant				

EXHIBIT 24

SRI TESTING SCHEDULE

TEAM	DATE 4/22 (M) T W TH F	DATE 4/23 M (T) W TH F	DATE 4/24 M T (W) TH F	DATE 4/25 M T W (TH) F	DATE 4/26 M T W TH (F)	DATE M T W TH F	DATE M T W TH F	DATE M T W TH F	DATE M T W TH F	DATE M T W TH F	DATE M T W TH F	DATE M T W TH F	DATE M T
K. JENKINS ST'S NAME	Schl ADAMS Tchr NOLVECK	Schl ADAMS Tchr NOLVECK	Schl ADAMS Tchr NOLVECK	Schl ADAMS Tchr NOLVECK	Schl ADAMS Tchr NOLVECK	Schl Tchr	Schl Tchr	Schl Tchr	Schl Tchr	Schl Tchr	Schl Tchr	Schl Tchr	Schl Tchr
	Schl ADAMS Tchr O'LEARY	Schl ADAMS Tchr O'LEARY	Schl ADAMS Tchr O'LEARY	Schl ADAMS Tchr O'LEARY	Schl ADAMS Tchr O'LEARY	Schl Tchr	Schl Tchr	Schl Tchr	Schl Tchr	Schl Tchr	Schl Tchr	Schl Tchr	Schl Tchr
L. PALMER ST'S NAME	Schl S. ELEMENTARY Tchr OL -A) SMUTZ }GRP	Schl S. ELEMENTARY Tchr OLALLA) SMUTZ }GRP	Schl S. ELEMENTARY Tchr OLALLA) SMUTZ }GRP	Schl S. ELEMENTARY Tchr OLALLA) SMUTZ }GRP	Schl S. ELEMENTARY Tchr OLALLA) SMUTZ }GRP	Schl Tchr	Schl Tchr	Schl Tchr	Schl Tchr	Schl Tchr	Schl Tchr	Schl Tchr	Schl Tchr
	Schl S. ELEMENTARY Tchr RUIZ	Schl S. ELEMENTARY Tchr RUIZ	Schl S. ELEMENTARY Tchr RUIZ	Schl S. ELEMENTARY Tchr RUIZ	Schl S. ELEMENTARY Tchr RUIZ	Schl Tchr	Schl Tchr	Schl Tchr	Schl Tchr	Schl Tchr	Schl Tchr	Schl Tchr	Schl Tchr
J. SMITH ST'S NAME	Schl CENTRAL Tchr ANDERSON	Schl CENTRAL Tchr ANDERSON	Schl CENTRAL Tchr ANDERSON	Schl CENTRAL Tchr ANDERSON	Schl CENTRAL Tchr ANDERSON	Schl Tchr	Schl Tchr	Schl Tchr	Schl Tchr	Schl Tchr	Schl Tchr	Schl Tchr	Schl Tchr
	Schl CENTRAL Tchr MANOLO	Schl CENTRAL Tchr MANOLO	Schl CENTRAL Tchr MANOLO	Schl CENTRAL Tchr MANOLO	Schl CENTRAL Tchr MANOLO	Schl Tchr	Schl Tchr	Schl Tchr	Schl Tchr	Schl Tchr	Schl Tchr	Schl Tchr	Schl Tchr
ST'S NAME	Schl Tchr	Schl Tchr	Schl Tchr	Schl Tchr	Schl Tchr	Schl Tchr	Schl Tchr	Schl Tchr	Schl Tchr	Schl Tchr	Schl Tchr	Schl Tchr	Schl Tchr
	Schl Tchr	Schl Tchr	Schl Tchr	Schl Tchr	Schl Tchr	Schl Tchr	Schl Tchr	Schl Tchr	Schl Tchr	Schl Tchr	Schl Tchr	Schl Tchr	Schl Tchr

EXHIBIT 25

DAY THREE

LOCAL TRAINING ATTENDANCE RECORD DATE 4-3-75

	NAME FIRST LAST		NAME FIRST LAST
1	Betty Rainer	19	
2	Kathy Jenkins	20	
3	Jerry Smith	21	
4	Laura Palmer	22	
5	D Sampson	23	
6		24	
7		25	
8		26	
9		27	
10		28	
11		29	
12		30	
13		31	
14		32	
15		33	
16		34	
17		35	
18		36	

EXHIBIT 26

Site: FAYETTE, CALIF. **TEST RECORD** Page: 1 of: 1

NUMBER OF TESTING GROUPS			
Follow Through		Non Follow Through	
2nd	3rd	2nd	3rd
4	4	2	2

ACTIVITY DATES				
Local Training Dates	Testing Begun	Testing Completed	Materials Shipped	No. of Boxes Shipped
4/16 – 4/19	4/22	5/10	5/17	13

CLASSROOMS TESTED

School	Teacher Last Name, Initials	Grade	FT	NFT	No. of Children Scheduled for Testing	Test Carton Serial No.	Supervising Tester
CENTRAL	Z. ANDERSON	2	✓		23	3806	SMITH
CENTRAL	A. MANOLO	2	✓		25	3790	SMITH
CENTRAL	R. CAMPBELL	3	✓		26	3865	SMITH
CENTRAL	T. BARNETT	3	✓		22	3809	SMITH
ADAMS	H. NOLVECK	2	✓		24	3792	JENKINS
ADAMS	M. O'LEARY	2	✓		25	3797	JENKINS
ADAMS	A. MARTINEZ	3	✓		27	3863	JENKINS
ADAMS	C. HOM	3	✓		25	3870	JENKINS
W. ELEMENTARY	L. MARSH	2	✓	✓	27	3817	JENKINS
S. ELEMENTARY	J. RUIZ	2		✓	31	3876	PALMER
S. ELEMENTARY	L. OLALLA	3		✓	33	3864	PALMER
S. ELEMENTARY	L. SHUTZ	3		✓	29	3864	PALMER

White Copy: Site Coordinators Journal Yellow Copy: SRI Menlo Park Data Processing Pink: SC Copy

Mail Yellow Copy to SRI as soon as Testing is Finished

EXHIBIT 27

DAILY LOG

DATE	COMMENTS
4/15	VISITED WITH F.T. DIRECTOR, CHECKED ON TRAINING SITE FACILITIES. MET WITH S.T.S FOR LAST MINUTE CHECK ON TRAINING SESSION AGENDA AND UNPACKING AND ARRANGING OF LOCAL TRAINING MATERIALS. FILM ARRIVED TODAY.
4/16	LOCAL TRAINING BEGAN TODAY. ONE TEST ASSISTANT DID NOT COME. SESSION WENT WELL, MANY GOOD QUESTIONS FROM TEST ASSISTANTS.
4/17	TEST ASSISTANTS HAD PROBLEMS LEARNING THE TEST TEAM SIGNALS. WE STARTED LABELING BOOKLETS. SHIPPED TRAINING FILM TO L.A. TODAY
4/18	ALL TEST TEAMS VISITED SCHOOLS. BOOKLETS AND WORKSHEETS FOR CLASSES TO BE TESTED MONDAY COMPLETED.

EXHIBIT 28

FOLLOW THROUGH EVALUATION
Spring 1975

FOLLOW THROUGH DIRECTOR'S INFORMATION SHEET

SITE FAYETTE, CALIF. PROJECTED TESTING DATES 4/22 TO 5/10

Director of Field Staff GLORIA SAVAGE MARSHALL Phone (415) 326-6200 x 4158
SRI Field Supervisor JAMES ANDERSON Phone (415) 326-6200 x 3003
Site Coordinator BETTY RAINER Phone 464-6622

LOCAL TRAINING

Date APRIL 16-19 Location CORK COUNTY SCHOOL DISTRICT
Time 9:00-4:00 Address 214 RIQUEZA STREET Room No. 314

TEST TEAM PERSONNEL

TITLE	NAME	ADDRESS	PHONE
Supervising Tester	JERRY SMITH	124 NORTH 5TH ST.	464-2266
Test Assistant	SANDRA JACKSON	412 SOUTH 6TH ST.	626-4221
Test Assistant	PATRICIA GOMEZ	214 NORTH 4TH ST.	226-1161
Test Assistant	SUSAN HODDS	1211 EWING ST.	421-9061

TITLE	NAME	ADDRESS	PHONE
Supervising Tester	KATHY JENKINS	409 SHERMAN COURT	381-0671
Test Assistant	FRANCIS COLLINS	110 NORTH 1ST ST.	382-1102
Test Assistant	MAJORY KLEIN	16 VENTURA ROAD	482-2121
Test Assistant	ROSE TAYLOR	89 SOUTH 9TH ST.	321-8692

TO BE COMPLETED BY SITE COORDINATOR

EXHIBIT 29

FOLLOW THROUGH EVALUATION

NAME BETTY RAINER
SITE FAYETTE, CALIF

SITE COORDINATOR SCHEDULE PLANNING SHEET

TEAM	DATE 4/22 (M)	DATE 4/23 (T)	DATE 4/24 (W)	DATE 4/25 (Th)	DATE 4/26 (F)	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
K JENKINS ST'S NAME	Schl ADAMS Tchr NOLVECK Grd 1/ER	Schl ADAMS Tchr NOLVECK Grd 1/ER	Schl ADAMS Tchr NOLVECK Grd 1/ER	Schl ADAMS Tchr NOLVECK Grd 1/ER	Schl ADAMS Tchr NOLVECK Grd 1/ER	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd
	Schl ADAMS Tchr O'LEARY Grd 1/ER	Schl ADAMS Tchr O'LEARY Grd 1/ER	Schl ADAMS Tchr O'LEARY Grd 1/ER	Schl ADAMS Tchr O'LEARY Grd 1/ER	Schl ADAMS Tchr O'LEARY Grd 1/ER	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd
L PALMER ST'S NAME	Schl S ELEMENTARY Tchr DE SHUTZ SGRD Grd 3	Schl S ELEMENTARY Tchr DE SHUTZ SGRD Grd 3	Schl S ELEMENTARY Tchr DE SHUTZ SGRD Grd 3	Schl S ELEMENTARY Tchr DE SHUTZ SGRD Grd 3	Schl S ELEMENTARY Tchr DE SHUTZ SGRD Grd 3	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd
	Schl S ELEMENTARY Tchr RUIZ Grd 3	Schl S ELEMENTARY Tchr RUIZ Grd 3	Schl S. ELEMENTARY Tchr RUIZ Grd 3	Schl S ELEMENTARY Tchr RUIZ Grd 3	Schl S ELEMENTARY Tchr RUIZ Grd 3	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd
J SMITH ST'S NAME	Schl CENTRAL Tchr ANDERSON Grd 1/ER	Schl CENTRAL Tchr ANDERSON Grd 1/ER	Schl CENTRAL Tchr ANDERSON Grd 1/ER	Schl CENTRAL Tchr ANDERSON Grd 1/ER	Schl CENTRAL Tchr ANDERSON Grd 1/ER	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd
	Schl CENTRAL Tchr MANOLO Grd 1/ER	Schl CENTRAL Tchr MANOLO Grd 1/ER	Schl CENTRAL Tchr MANOLO Grd 1/ER	Schl CENTRAL Tchr MANOLO Grd 1/ER	Schl CENTRAL Tchr MANOLO Grd 1/ER	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd
ST'S NAME	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd
	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd	Schl Tchr Grd

SRI FIELD OPERATIONS INVOICES

Exhibit 30

FOLLOW THROUGH EVALUATION
INVOICE FOR SERVICES

PLEASE PRINT

MAIL TO: STANFORD RESEARCH INSTITUTE
MIDDLEFIELD FACILITY, RM. 183
MENLO PARK, CALIFORNIA, 94025

For period April 22, 1975 (date) through April 26, 1975 (date)

FROM: Name Kathy JenKins
Street 409 Sherman CT.
City, State Fayette, Calif. 67103 (Zip)

☐ Check if new address

25 hrs at 3.55 per hr

Total Salary $ 88.75

Expenses (explained below) .73

Total Salary plus Expenses 89.48

Less Advance

TOTAL 89.48

FOR SRI USE ONLY

FOR SRI USE ONLY

VERIFIED BY: Betty Rainer
Field Supervisor, Site Coordinator, Follow Through Director

APPROVED BY: _____

CHARGE PROJECT No. _____

The entire amount shown on this expense claim should be charged against any outstanding balance.

SUBMITTED BY: Kathy Jenkins (Signature) 4/26/75 (date)

RECORD ACTIVITIES FOR ONE CALENDAR WEEK

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
DATE	/ /	4 22 75	4 23 75	4 24 75	4 25 75	4 26 75	/ /
CITY		Fayette	Fayette	Fayette	Fayette	Fayette	
SCHOOL OR WORK LOCATION		Adams 1st	Adams 1st	Adams 1st	Adams 1st	Adams 1st FTD Off.	
TASK DESCRIPTION (See Note 1 on reverse)		TA CL ED	TA CL ED	TA CL ED	TA CL ED	TA ED AM	
NO. OF HOURS (no more than 8 hrs/day, 40 hrs/wk)		2 2 1	2 3 1	2 1 1	2 3 1	2 1 1	

EXPLAIN EXPENSES

								TOTAL
1. TRAVEL								
a. Car at 12¢ per mile (list on separate form)	a.					.48		.48
b. Taxi (Itemize below)	b.							
c. Other: Air/rail/intercity bus fare, attach receipts	c.							
2. MEALS, TIPS, LAUNDRY, VALET (maximum $12.50/day)	2.							
3. TELEPHONE (see Note 2 on reverse)	3.		.25					.25
4. MISCELLANEOUS (Explain in remarks section)	4.							
	TOTAL		.25			.48		.73

TAXI

Date	From – To	Amount

TELEPHONE

Date	Person called – Location	Amount
4/23	Betty Rainer-Fayette	.25

REMARKS: 4/26 Meeting with Follow Through Director

Yellow Copy Olsten Services Green Copy-SRI Project Office White Copy-Field Operations Pink Copy Your Copy (Retain for Tax Purposes)

Rev. F73

Exhibit 31

Attachment A

MILEAGE EXPENSE

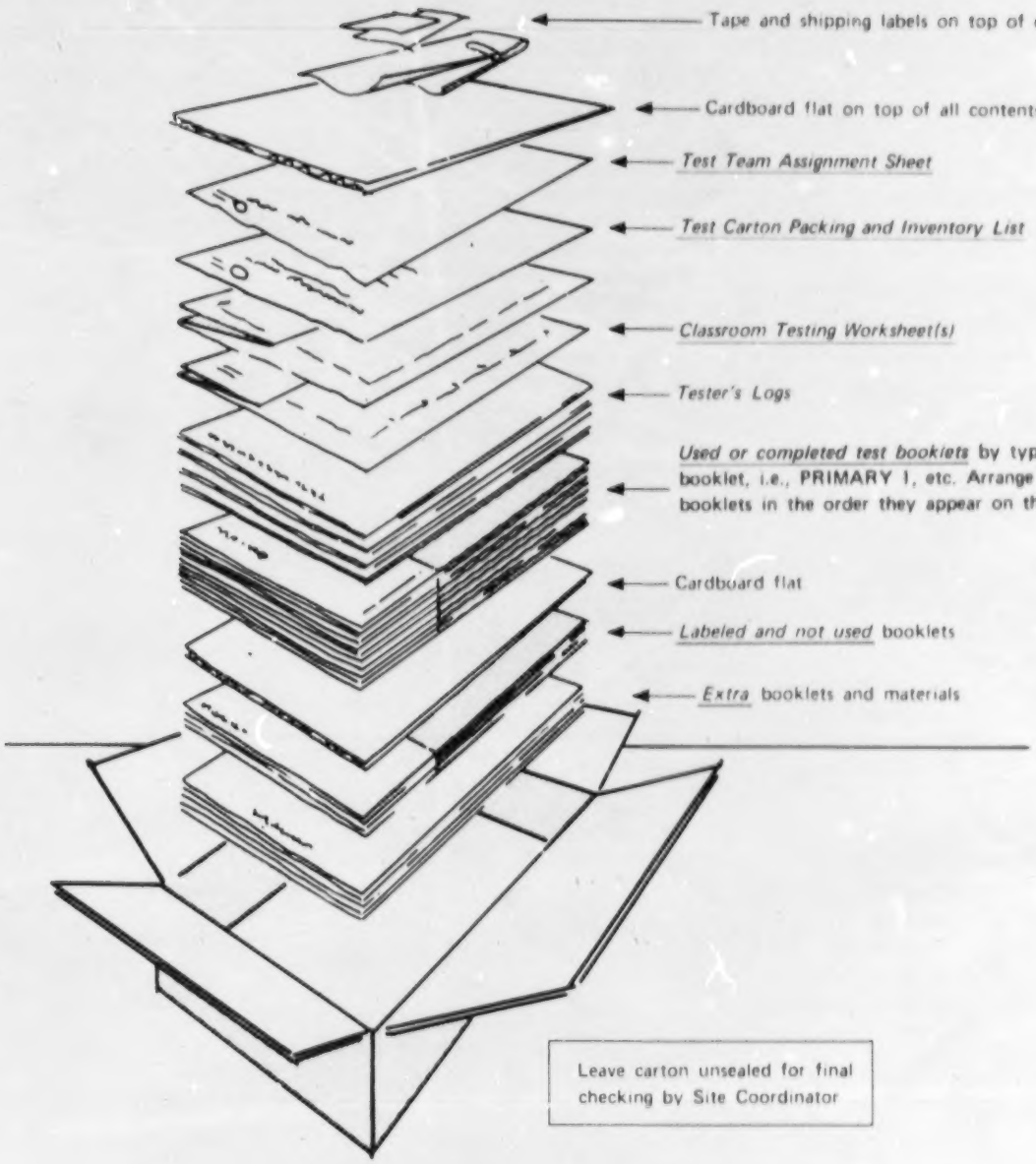
Date	From	To	No. Miles
4/26/75	Adams School	FTD Office	4

Kathy Jenkins
Signature

EXHIBIT 32

FOLLOW THROUGH
EVALUATION
Spring 1975

TEST CARTON PACKING INSTRUCTIONS


Tape and shipping labels on top of cardboard flat
Cardboard flat on top of all contents of carton
Test Team Assignment Sheet
Test Carton Packing and Inventory List
Classroom Testing Worksheet(s)
Tester's Logs
Used or completed test booklets by type of booklet, i.e., PRIMARY I, etc. Arrange the booklets in the order they appear on the roster
Cardboard flat
Labeled and not used booklets
Extra booklets and materials

Leave carton unsealed for final checking by Site Coordinator